

DISCOVER
YOUR
WORLD
OF
WORK

TOPIC

3

Colophon

February 2022

The programme 'Career development: how to guide youth to vocational training and (self-) employment?' can be freely used, as long as the source is mentioned.

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CAREER DEVELOPMENT HOW TO GUIDE YOUTH TO VOCATIONAL TRAINING AND (SELF) EMPLOYMENT?

TOPIC 3 DISCOVER YOUR WORLD OF WORK



CONTENT

This booklet 'Discover your World of Work' contains the materials for the 3rd topic of the programme on Career Development. First you find a general introduction on the programme and how to develop the training. This is followed by a specific overview of the exercises in topic 3, separately instructions for each exercise and the worksheets.

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The titles of all six booklets of the programme Career Development: how to guide youth to vocational training and (self) employment? are:

- 1 Discover your Talent
- 2 Discover your Passion
- 3 Discover your World of Work
- 4 Discover your Network
- 5 Discover your Business
- 6 Your Action planning and Applying for a job

PowerPoint presentations and worksheets can be downloaded from www.vso.nl/cbet and www.vsointernational.org/cbet

GENERAL INTRODUCTION

CAREER DEVELOPMENT: HOW TO GUIDE YOUTH TO VOCATIONAL TRAINING AND (SELF) EMPLOYMENT?

VNA project and the 'My World of Work' programme

The Vijana na Ajira (VNA), Youth and Employment project is one of the projects of VSO (Volunteer Services Oversea) in cooperation with the RGZ (Revolutionary Government of Zanzibar). The project was carried out from 2014 - 2017. One of the components of the VNA project is the 'My World of Work' programme (MWOw programme).

The MWOw programme wants to improve the social and economic position of young adults in Zanzibar by developing the various competences they need for employment, self-employment or entrepreneurship. For that purpose, stronger links between the private sector and vocational training are crucial. The Vocational Training Authority (VTA), NACTE (the National Council for Technical Education), all Vocational Training Centres and Institutes on Zanzibar are involved as partners in this MWOw programme. They have a major responsibility in equipping youth with the necessary skills to enter the labour market.

The MWOw programme has produced a toolkit with two key subjects: Competence Based Education and Training and Career Development. You can find the entire toolkit on the internet: www.vso.nl/cbet and www.vsointernational.org/cbet

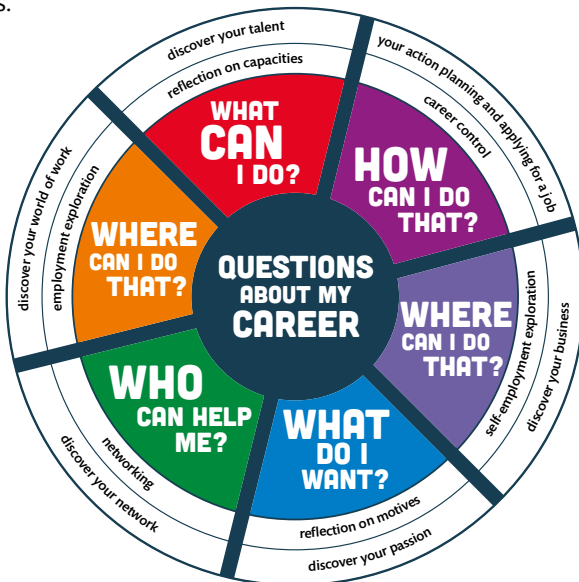
Career Development

The programme 'Career Development: how to guide youth to vocational training and (self-) employment?' includes a wide choice of structured classroom exercises that help students, jobseekers and job creators to get more exposed to the work environment. By making assignments both in the classroom and outside in the field, youth get up-to-date information about the world of work, they practice the various skills they need for their career development and they share experiences with each other. Sessions will be designed and delivered by VTC's, Technical Institutes, Secondary Schools and other Governmental and Non-Governmental Organisations, always with a contribution of local business people. Employers and human resource managers can be of help by facilitating fieldtrips, by being a guest trainer in classes or by providing industrial training.

The programme Career Development: how to guide youth to vocational training and (self-)employment?

The Career Development programme enables teachers of secondary schools, trainers of vocational training institutions, companies, NGO's, the Ministry of Labour, Employment, Elderly, Youth, Women and Children and the Ministry of Education and Vocational Training to select exercises that fit the needs and the level of their groups of youth.

The programme is not intended for youth to work on it independently, without any guidance. Of course, participants get assignments or certain tasks to work on individually, but in general, it is a programme that calls for interaction, cooperation in groups and reflection. It can't be followed without guidance. Participants need to have a notebook, a kind of portfolio in which they can write down all their findings and progress. Teachers and trainers need to be well prepared, and it is recommended that they reflect on their own career development first. In this way teachers and trainers are also a role model in steering their own career with all the ups and downs.



Six career competences and a career compass

The programme 'Career Development: how to guide youth to vocational training and (self-) employment?' has been designed around six competences that are important when you want to develop your career:

- 1 Discover your Talent: reflection on capacities, reviewing your own competences with respect to your career;
- 2 Discover your Passion: reflection on motives, reviewing your own wishes and values with respect to your career;
- 3 Discover your World of Work: employment exploration, orientation on your personal values and competences compared to what is required in professional work situations;
- 4 Discover your Business: self-employment exploration, orientation on your aspirations and competences to start a business or to develop a career as an entrepreneur;
- 5 Discover your Network: networking, making and maintaining contacts that are relevant for your career;
- 6 Your Action planning and Applying for a job: career control, career-related planning and self-navigation of your learning and work processes.

Each career competence is connected to a corresponding career question and the total of six competences are represented as a career compass or steering wheel. You need to steer your career steps all the time to find the right direction. In the detailed description of each of the six career competences, you can find more explanation about the competences you need to practice to develop a career.



How to use the programme on Career Development?

Each career competence can be trained by practising several exercises. The exercises differ in content and in method as well. This is fine, as there is more than one way to learn a career competence.

At the beginning of each new topic you will find an overview of all the exercises that belongs to that specific topic. In that overview you always find: the title of the exercise, the goal and a summary of the activating method that will be used in this exercise. In this way you can have just a quick look at all the exercises and this will help you to make a selection that suits you and your group. The best selection is the one that is in line with the career development questions that students/jobseekers and job creators have.

After having scanned the overview, you can zoom into the exercises you have selected. All of them have the same structure. In this way you can easily see how to prepare and deliver an exercise in a proper way.

By making your own selection, teachers and trainers can design a tailor-made programme. You select those exercises that fit the curriculum, the timetable of the course and the level of the students/jobseekers and job creators. The choice you make also depends on the questions that students/jobseekers and job creators have about their career.

Teachers and trainers may also choose those exercises they like to facilitate. Some exercises and methods will suit you more than others. The tips that are given at the end of the instruction are suggestions to facilitate the exercise as good as possible, but feel free to do it in a different way when you think this fits you or your group better.

Of course, you can add your own exercises to this programme. In this way the toolkit will grow and by sharing the exercises with others, career guidance will be delivered even in a better way to the youth of Zanzibar and Tanzania.

Same structure in all exercises

All the exercises are described in more detail, following the same structure. This will help you to prepare and facilitate the exercises you have selected. The structure is:

Goal: What is the aim of the exercise? What will be the expected result, looking at awareness, behaviour, skills and actions?

Preparation: What to do as a teacher/trainer in career development in order to deliver the exercise in a process-oriented way? How to organise the venue/classroom to give your participants the space they need to carry out the exercises? Some exercises need more space or a different set up of chairs/tables.

Explanation: What can you as a teacher/trainer tell your students/jobseekers and job creators as an introduction to the exercise?

Performance: What is it that students/jobseekers and job creators will have to do or show in the exercise? Here you can find the sequence of the steps that participants take to complete the exercise.

Reflection: Which questions can you ask at the end of the exercise (or after a specific step during the exercise)?

Tips: Things you need to be aware of during the exercise.

Further examination: What more can be done to give the exercise more depth or to link it with another exercise?

Worksheets: Learning aids, materials and instruments that can be used by students/jobseekers and job creators.

TOPIC 3

Discover your World of Work

In this booklet Topic 3 you will find 24 exercises about the career competence 'Discover your World of Work': employment exploration.

Discover your World of Work means: exploring current and future requirements and values in the profession you aspire. Students/jobseekers and job creators develop the skill to find work/a job that corresponds to their personal values. They learn how to find a balance between the prevailing standards/values of the work place and their talents/personal values. Employment exploration is about getting a taste of the reality of the world of work.

In the overview of Topic 3 you can find exercises in which participants will become aware of the career opportunities and jobs in their own family; will explore jobs in companies by preparing interviews or fieldtrips and reflect on them; will discover in what kind of companies they want to do their industrial training; will assess whether they have the competences that are required by companies.

The number that the exercise has corresponds to the numbers of the detailed description of the exercise and that of the worksheets. The worksheets can easily be copied for your youth. Make sure you provide a notebook in which participants can write down their findings and can save their results and progress. On the cover of the notebook, you can put the career compass or participants can design their own front page.

OVERVIEW EXERCISES 'DISCOVER YOUR WORLD OF WORK'

Exercises: 'Discover your World of Work'	Goal of the exercise	Activating method
3.1 What kind of a career does my family have?	Youth discover the type of career their family has and identify the influence of the common jobs/trades in their family on their own talents, passions and career dreams.	Youth make a family tree over the last years of all the professions or small businesses their family members have (mothers/fathers, grandparents, brothers/sisters, uncles/aunts and cousins). After making the tree youth reflect on questions like: What do you like about the way they make a living? What is it that you don't like? What do you want to do in a different way yourself? Why?
3.2 An interview with a member of my family.	Youth discover which career path his/her relative has followed so far. They also learn how useful and interesting it is to have a talk with another person about jobs and career opportunities.	Youth prepare the questions for an interview with a relative. As a take home assignment, they conduct the interview and they make a little report or presentation about it. Reflection on the results with others in their group.
3.3 My questions to a professional	Youth prepare an interview with a professional. During one or more lessons, they will conduct this interview with someone from the branch or sector that interests them most.	First, youth make individually a list of six questions. They share that list in groups of three and each subgroup makes one final list with no more than 10 questions. After that they make an appointment with a professional who will be interviewed in class by the subgroup.
3.4 Looking forward to the field trip	Youth explore their expectations about a field trip: a visit to a company, an association or a small business.	In a nice box with the words 'Looking forward' written on it, the expectations of the participants will be collected. On 3 small pieces of paper youth put their name and an expectation. They share their expectations and put the papers in the box. After the field trip, the box will be opened and then they do exercise 3.11. 'Looking back'.
3.5 Just like at work!	Youth discover the competences they have acquired in their informal jobs and explore their expectations about a field trip or a visit to a company.	In groups of three youth share their experiences with the work or jobs they have done so far. They discuss the relevance of what they have learned/done for the tasks and jobs that are done in the companies they are going to visit. After that, they set their expectations on the visit.
3.6 To find a company for a field trip: why there?	Youth choose a company for a fieldtrip based on a couple of criteria.	In pairs, participants discuss what kind of companies (associations/small businesses) they want to visit and the reason why. They discuss with each other what they already know about this company, what they want to learn, how it fits their talents and motivation. They make a list of the topics and questions they want to ask, observe or do during the field trip.

3.7 Which company do I want to visit?	Youth examine the company they want to visit and describe their expectations.	When youth know which company they want to visit, they get the assignment to find on the internet as much information as possible about the company/sector/branch. They conclude their exploration with some specific questions they want to ask or some specific aspects they want to observe.
3.8 Google!	Youth learn to find information about companies on the internet.	When there are enough smartphones, laptops or computers with a good internet connection, youth do a game to find information about the companies as quickly as possible. The search for answers on questions like: how many employees, name of the director, the address, phone number, clients of the company etc.
3.9 My letter to my family	Youth prepare their field trip and inform their family or friends about the visit.	Writing a letter to their parents, family or friends to inform them about the what and why of the visit to a company of their choice. This is an opportunity for youth to talk to people in their personal network about their career development.
3.10 Prepare yourself	Youth make the necessary practical preparations for the company visit.	Individual assignment to find out how to travel to the company, how to be there in time, the address, tel. number, how to dress etc. Participants share their answers with the group.
3.11 Looking back	Youth reflect whether their expectations on their company visit have come true.	The expectations that are put in the 'Looking forward' box will be taken out, one by one. Each participant gives his/her reaction on the visit: did you get, see, hear what was expected? What yes, what no?
3.12 The carousel	Youth evaluate their fieldtrip or their visit to a company.	In an inner- and outer circle participants interview each other about what they thought of their field trip. Everybody is both interviewer and interviewee. Five rounds of 2 interviews/ conversations are made. After a round, participants in the inner circle move up one place.
3.13 Where do I stand?	Youth share their experiences with the company visits and evaluate them.	Youth can choose whether they agree or disagree with different statements about their field trip. After each statement, a couple of youth can tell something more why they have chosen the agree or the disagree side.
3.14 Field trip flash	Youth reflect on their field trip: did it meet their expectations?	Youth prepare a 1-minute presentation, called a flash in which they give a review on their expectations and experiences with the field trip. After the presentation of their flash they answer three questions posed by their group members.
3.15 Portrait of a workday	Youth reflect on their field trip in a creative way.	Youth make a comic strip of a workday of an employee of the company they visited. With all kinds of materials, they visualize an average workday.
3.16 Evaluation and Asante sana	Youth evaluate their company visit and send a 'thank you' letter with a summary of the evaluation to the supervisor/tutor of the company.	Each participant writes an evaluation of their visit to the company in which he/she tells about ups and downs and their learning results. Together they make a summary of it and a write a 'thank you' letter.

3.17 You always learn something	Looking back to the field visit, youth reflect on the aspects of the job they like most and the aspects they like less.	All participants make two lists, one with aspects of the job they like most and one with elements they didn't like that much. In pairs, they reflect on their lists and discuss what this means for their career plans. All draw a personal conclusion.
3.18 Looking for a company for my industrial training	Youth make a start to look for a company where they can do their industrial training. Doing so, they should take into consideration the demands of the vocational training program, the exams and their own needs.	Youth elaborate their need for industrial training and what and how they want to learn. They look for three companies where they want to do their industrial training, also taking into consideration the criteria of the school.
3.19 My first interview with the company for industrial training	Youth prepare themselves to contact the company of their first choice for industrial training.	With the help of some questions youth prepare themselves properly for their first contact with the company. They do this in subgroups and share their preparation with others. Later, in a different lesson a roleplay can be done.
3.20 My first impression of my industrial training	After one or two weeks of industrial training youth reflect on their first experiences.	Youth reflect individually with the help of some questions. Then they give a mark to four statements about their industrial training and share that assessment with two other groupmates. They give each other a tip for the coming week, when they go back to the industrial training.
3.21 Am I competent enough?	Youth exchange dilemmas which they can encounter at work and discuss different ways how to handle them.	A few dilemmas are given and, in a discussion, all the elements of the dilemma will be highlighted. Youth look at that dilemma from various perspectives and will discover that there are several options to deal with it. Youth can also introduce their own dilemmas.
3.22 My letter about my experiences during the industrial training	Youth reflect on their industrial training experiences during the last week(s).	Youth write a letter to someone they know and tell about their experiences with their internship. Topics that must be covered are given. They ask for a reply or a short conversation.
3.23 Images that represent my industrial training	Youth show what a day at work looks like and what they like the most and the least.	Youth make a poster (on paper or digitally) using all kind of materials about their experiences during industrial training. They present their poster to the group and give an explanation.
3.24 STARR-method to give meaning to experiences	Youth reflect on an incident that was of importance to them during their industrial training and in which they used their talents and skills. They learn to give meaning to that experience.	With the STARR method youth reflect on a certain incident. They analyze the following: Situation, Task, Activities, Result and Reflection. Working in a group of three, each participant takes a turn interviewing, reporting and reflecting on one of their experiences.

WHAT KIND OF A CAREER DOES MY FAMILY HAVE?

Goal

Youth discover the type of career their family has and identify the influence of the common jobs/trades in their family on their own talents, passions and career dreams.

Preparation

Make your own family tree with all the occupations/jobs/trades of your father, mother and other family members that are important to you. You can think about what your grandparents from both sides or your uncles and aunts are doing. You can also think about what your brothers and sisters want to do when they are grown-ups. Make sure you have enough copies of worksheet 3.1 'Family tree' and enough paper (A2- size) and drawing materials. You can also make a drawing yourself of your family tree.

Explanation

'Some people already know at a very young age what they want to become when they are grown up. For others, it is more difficult to find a profession and a training that fits them best. Do you know what your family does for a living? Do you realize in how far the experiences of your relatives influence your own choice? With this exercise, you are going to find out. Maybe you'll make some interesting discoveries!'

Performance

- 1 Let youth make a family tree, use the example on worksheet 3.1 'Family tree' or let them draw a tree themselves. The family can be as extended as participants want it to be, with multiple parents and (half) brothers and sisters; look at the female as well as the male family members. Let them write down the name and profession or small business of each family member. Also look at the informal ways to earn money.
- 2 When the family tree is finished, ask youth to share their tree in pairs. Ask them to reflect on their tree by sharing answers on questions like:
 - What stands out when you look at the professions/activities of your family members?
 - Is there a certain trend visible? Are there certain aspects that are similar? What are the differences?
 - What do you like about the various options to make a living or the various jobs you can have? What is that you don't like? What kind of changes do you want to make yourself? Why?
- 3 Let everyone write down briefly what they have discovered looking at their family tree. Let them draw some conclusions for their own career.

Reflection

In the group, you can discuss the discoveries and conclusions as a result of the family tree and the sharing of the outcomes in pairs. Ask youth what they want to do. Will they follow in the footsteps of their parents or grandparents? What are their ideas? What will they do the same and/or what will they do differently? Is it still possible for youth to choose the same career as is traditionally done in their family? What changes do they see in the labour market and in society in general? What does that mean for the jobs that are available or for setting up their own business?

Tips

If participants can't complete their family tree, because they don't know all the names or professions, they can take the drawing home and ask family members for help. This is a good way to involve their family in their decision-making process and career development.

AN INTERVIEW WITH A MEMBER OF MY FAMILY

Goal

Youth discover which career path his/her relative has followed so far. They also learn how useful and interesting it is to have a talk with another person about jobs and career opportunities.

Preparation

Prepare yourself by thinking about good questions you can ask your family members about their career. What do you think of the questions given in the heading TIPS (see below)? Do you miss some questions? Are there questions in the list that might not be so polite to ask? Improve the list and think about the best order. When discussing afterwards the results of the interview, it can be useful to have a projector ready, just in case youth want to show a video recording or some pictures of their interview.

Explanation

'Most people like to talk about their profession and their career path. Your family is also part of your network. You can learn a lot from them and it makes you aware what you like about their careers and what you want to do differently. Do you know what your family does for a living? By interviewing one of them, you will learn from them. In this session, you will prepare the interview, after that you will interview your family member and back in class you will present the results. Maybe you'll make some interesting discoveries!'

Performance

- 1 Prepare youth for an interview with one of their family members. Explain to them that a good preparation before the actual interview is important to receive the most useful answers. A good preparation is half the battle, even if they know the family member well.
- 2 Let youth choose a family member they want to interview about their profession and career path, how that person came to work in that sector or how he/she found that job.
- 3 Give your group the assignment to prepare first individually a list of questions for the interview.
- 4 Let them share their questions in a group of four and ask them to make one final list.
- 5 Exchange the questions of subgroups in the whole group: one subgroup reads each question aloud, write it on the flipchart and then another subgroup takes another question till all the questions are written down. Skip the questions that are similar.
- 6 Discuss the order of the questions for a good interview. What do you ask first, what comes later and what at the end? Why?
- 7 Let everyone make his/her own interview worksheet with questions that suit their family member and with extra space between the lines for the answers.
- 8 Make very clear when the interview must be conducted. Give a clear instruction what kind of report you want back about the interview. Give the date when the results will be discussed in class.

Reflection

The reflection on the results of the interviews can be done in groups of two or four. Participants can tell each other what they learned. Possible questions they can answer are: How did they like discussing their career path with somebody from their family? Have they ever done that before? Have they discovered things that they did not know before? Did they get answers or suggestions that were extremely useful? Did they hear surprising things while doing the interview? After the sharing in subgroups, the results can be discussed or showed (selfies or video clips) in the whole group.

Tips

Participants need to make their own list of questions for the interview with a member of their family. Suggestions are:

- What do you do for work?
- What do you like about your job?
- What don't you like about your job?
- What qualities must you have to do this job well?
- Do you work together a lot? If so, how do you like working in a team?
- Since when did you know that you wanted to do this work?
- How did you know you wanted to do this work?
- How did you prepare yourself for this job? How did you orientate yourself?
- What kind of education did you have?
- Has that education anything to do with the work you are doing now?
- What other kind of work did you do up till now?
- What did you like about that?
- Do you have tips for me on how I can shape and develop my career?

If the youth like this idea: let them make a selfie with a family member during or after the interview. Or give them the assignment to make a video with their smartphone while they present the two things they like best about doing this interview and about what they learned from doing this interview. This video clip will be used when discussing the exercise afterwards.

Further examination

If youth also made exercise 4.3: 'What does my (virtual) network look like' in topic 4 'Discover your Network', they can also do this exercise with 1 of 2 people from their (virtual) network. That will probably make the interview less easy to do, but in this way, participants can experience what it is like to use their network for their own career development. Possibly they will experience that other people are most of the times very willing to cooperate in such interviews or assignments.

MY QUESTIONS TO A PROFESSIONAL

Goal

Youth prepare an interview with a professional. During one or more lessons, they will conduct this interview with someone from the branch or sector that interests them most.

Preparation

For this exercise, it will be very helpful if you or your organization know several professionals in different fields of practice who are willing to be interviewed. If this is not the case, youth need to look around in their own network to find professionals who are willing to be interviewed during class. Think of how many professionals can be interviewed during one lesson. Make agreements with the persons you invite about the dates on which they will be available for an interview. Make sure you have enough copies of worksheet 3.3 'Preparation to interview a professional'.

Explanation

'Professionals are the best people to tell you what it means to do their job daily. They know best what is expected from you when you get a job in a company or when you want to start a business. To make sure that you get to know as much as possible about what you find interesting, we will make a list of questions that you can ask the professional. In this way, you make sure you get the information you want and need.'

Performance

- 1 Give your group the list with professionals who are willing to be interviewed. Ask your participants to add to the list professionals they know from their own network.
- 2 Ask participants to make individually a list of at least 6 questions that they want to ask a professional of their choice.
- 3 Give some theory and tips about open and closed questions.
- 4 Make groups of three participants who have the same kind of professional in mind. Let them discuss their own list and per group they make one combined list of at least 10 questions.
- 5 Let them make a draft of this list and let them adjust the questions and their order until they are satisfied with it. After that they write the list on worksheet 3.3 'Preparation to interview a professional'.
- 6 Make clear rules about when the professionals will be interviewed (in which weeks and sessions) and give the youth these dates.
- 7 When the professionals are there to be interviewed, the group of three participants that composed the specific list of questions in that field do the interview in front of the class.
- 8 Let the other participants observe the interview session. Formulate together some observation points and let them write down what they observe.

Reflection

Ask youth how they liked to make this list of questions for a professional. What was easy and what was difficult for them? Did they ask questions that were not put on the list? If so, how come? Just after the interview you can ask the groups of three interviewers what they thought of doing the interview. How was the mood during the interview? What information did they gather? Were there things that surprised them? Were there any things that made them puzzle? Furthermore, you ask them to reflect on their own interview skills and what they liked about their skills? Ask the professional what he/she liked about the interview and ask him/her tips to improve. Ask the observers to give more comment on the content of the interview and to give feedback on what they thought the interviewers did well and what they could do better.

Tips

Encourage the youth to come up with questions that do not just evoke a 'yes' or 'no' answer all the time; in that case they constantly need to ask new questions. Give them a couple of examples of open questions, that usually start with 'what, how', or 'why'. Or 'Can you tell me more about...?' Prepare the interviews by giving communication tips: e.g. how to welcome the professional, how to make an introduction, how to make the questions open ended, how to summarize and how to thank the professional for their time at the end? Organize this preparatory activity concerning the communication rules not too long before the interviews take place. Emphasize that youth can ask any question they want, but that the professional can say he/she does not want to answer the question. Furthermore, the interview does not have to be very formal. The aim is to gather as much interesting information as possible about the job or business.

Further examination

It will be good to repeat this exercise a couple of times during the training. Youth will become every time more knowledgeable when it comes down to choose their work of interest. Also, when their studies proceed, they will probably feel the need for more or different information. A second time, they can do the preparation individually or in groups of three, they can invite a professional from their personal network, make the appointment, go and visit the person and do the interview. However, always evaluate the interviews afterwards in the group. The conversations with people in the field can also take place during a visit to a company and/or during industrial training. Suggestions for questions are about the following topics:

- The company itself;
- The tasks and activities of a professional;
- Required educational training and opportunities for extra training in the company or at the expense of the company;
- Who are the other employees /direct colleagues in the company;
- Rights and duties of and tips and tricks from the professional



LOOKING FORWARD TO THE FIELD TRIP

Goal

Youth explore their expectations about a field trip: a visit to a company, an association or a small business.

Preparation

For this exercise, you need a nice box, jar or bowl with the words 'Looking Forward' written or printed on a piece of paper and glued on it. Furthermore, you, as the trainer, need to know which companies/associations or small businesses youth can visit and when that is possible. It's also good if you can give some examples of expectations youth might have, such as: 'I want to check the vibe of the company, I want to know what a typical workday looks like, I want to see the entire company and just walk around, I want to know with how many colleagues I have to work together' and 'I want to know who the customers of this company are'.

Explanation

'It is useful to know which expectations you have, before visiting a company, to get as much as possible out of your orientation visit. Why? The better you know what you want, the more adequate your questions will be and the better you know what to look at visiting the company. If you think: 'I'll just go and see what happens', you might return home with the feeling that you have gone for nothing. In this exercise, you'll make your expectations explicit concerning your visit.'

Performance

- 1 Take the box, jar or bowl and tell youth that you want to make them aware of their expectations about the visit and that you put them all in this container.
- 2 Ask for examples of expectations that a participant might have, as is suggested above in 'Preparation'. You might give some examples yourself, when youth find it difficult to do this, but it much better when they come up with examples themselves.
- 3 Give every participant three pieces of paper and let them write down on each piece their name and one expectation about the visit.
- 4 Let them share their expectations in pairs.
- 5 Let youth read aloud their expectations in front of class and put afterwards the pieces of paper in the container.
- 6 Let them know that you 'll open the container after the visit to see which expectations proved to be right. Set a deadline for this session.

Reflection

Ask youth how they feel about the way they prepared their visit to a company. What will be the effect of this preparation? How was it to hear about the expectations of fellow groupmates?

Tips

After the visit to the company, do exercise 3.11 'Looking Back'.

JUST LIKE AT WORK!

Goal

Youth discover the competences they have acquired in their informal jobs and explore their expectations about a field trip or a visit to a company.

Preparation

Place the tables in the classroom in a U-shape, so that youth can look at each other. Make sure there is paper to work on, flipcharts and markers. Make sure you have enough copies of worksheet 3.5 'My work experiences up till now'.

Explanation

'In our daily life, we have learned a lot of skills by doing work at home, at the farm or in the business of parents or friends. With this assignment, we will look at those experiences and what we have learned from this unofficial work. After that we'll look at what you expect from the coming company visit. Do you think that the skills or knowledge you have acquired in the informal work environment can be used in a more formal setting? What will be the differences and similarities in the tasks you do in the two different environments? A company visit is meant to get a proper idea about the job and the requirements. Moreover, it enables you to ask questions to several professionals and thereby get the information you need.'

Performance

- 1 Ask youth who have work experience in the (informal) sector: in household, work at the farm, in the company of their parents/friends or in part-time/holiday jobs. Write the different forms of work experience on a flipchart or whiteboard.
- 2 Divide the group into groups of three and let them share their answers to the questions on worksheet 3.5 'My work experiences up till now':
 - What skills or competences did you develop during your former work?
 - What differences and similarities do you see between your informal work experiences and an official job?
 - What do you think the company will expect from you when you start working there?
- 3 In class youth discuss their answers and they write them down on a flipchart in key words.
- 4 After the group discussion, ask youth what they now expect from the company visit. Let them write this down on worksheet 3.5 or use the 'Looking forward box' in exercise 3.4.

Reflection

Ask participants how they feel about reflecting on their former work experiences. What do think of this preparation of the fieldtrip? What can youth do to make sure their expectations will come true? Set a date for the evaluation of the company visit.

This reflection can be combined with exercise 3.11 'Looking back' where the box or bowl with expectations can be opened again. Did the expectations come true? If yes, what did they experience? If not, what was the reason for that? Did they notice anything special? Were there some events that surprised or touched them? Were there things that they want to know or talk about more?

Tips

Spend enough time talking about what youth learned so far from their various work experiences, paid or unpaid. Emphasize that the skills and abilities they have already acquired enhance their confidence and self-awareness. Personal skills that you take for granted may appear to be more valuable and unique than you initially thought. Try to make youth aware of the fact that a company visit is most likely to become successful when they behave proactively during their visit. What are their expectations? Which questions do they have? You can combine this exercise with exercise 3.4 'Looking forward to the field trip'.

FINDING A COMPANY FOR A FIELD TRIP: WHY THERE?

Goal

Youth choose a company for a fieldtrip based on a couple of criteria.

Preparation

For this exercise, it is very helpful if you and your institution know which companies/associations/small businesses are open for a visit and what they can offer. Make sure you have a list of companies with whom you have worked before. Of course, youth can also look around in their own network to find a suitable company. Arrange tables and chairs so that youth can easily work in pairs or threesomes. Make sure you have a flipchart or a whiteboard. Print as many copies as you need of worksheet 3.6 'My expectations about the company visit'.

Explanation

'The goal of a company visit is to get an idea about possible future jobs and to raise awareness what a normal workday looks like. It's most useful if you visit a company in which you are interested. In that case you have the biggest chance to get information that you find worthwhile. In this exercise, we'll find out which companies you would like to visit and the reason why.'

Performance

- 1 Divide the group in groups of two or three.
- 2 Give youth the list of companies they can choose from and let them discuss which companies they will find interesting and why. Companies in their own network (parents, relatives, neighbourhood) can be visited as well. If needed, youth can Google interesting companies to visit.
- 3 Let the youth choose one company they would like to visit out of the list of available companies.
- 4 Write down the questions on the whiteboard (or make a worksheet) and let youth discuss why they have chosen which company, making use of the following questions:
 - From which profession or job, do I want to learn more?
 - In which way could I use my talents in this job?
 - What do I like about this profession or job?
 - What do I dislike about this profession or job?
 - Which doubts do I have?
 - What do I already know about this company?
 - What do I want to know more about this company?

- 5 At the end of the discussion each participant should fill in worksheet 3.6 'My expectations about the company visit'.
- 6 Set two dates, one for the company visit and one for the time when you will evaluate the visit with the youth. Write the two dates on the flipchart. Give a clear instruction what kind of report you want back about the interview.

Reflection

How was it for the youth to prepare the company visit in this manner? Did they discover new things during the preparation? After the company visit there is an evaluation. This evaluation can be combined with exercise 3.11 'Looking back' when the box, jar or bowl with the expectations will be opened again. Have their expectations come true? Are their questions answered? Did they learn things that they didn't know about before? What and how?

More ways of evaluation and reflection can be found in the overview.

Tips

Emphasize that it is important for youth to think ahead what they expect from the company visit. By doing this youth can ask the right questions during their visit and gather the information that is important to them. The expectations can also be stored in the expectations box in exercise 3.4 'Looking forward to the field trip'.

WHICH COMPANY DO I WANT TO VISIT?

Goal

Youth examine the company they want to visit and describe their expectations.

Preparation

First, you need to know which companies can be visited. Do you or your organization have a list of companies that offer the opportunity to organize a fieldtrip? After this, do the exercise yourself to make sure that all the information you want participants to collect is available on the website of the company they will visit. Write the questions on the whiteboard beforehand and youth can write the questions and answers in their notebook. Print as many copies as you need of worksheet 3.6 'My expectations about the company visit'.

Explanation

'Good preparation is half the battle! If you are well prepared for the company visit, you will be sure to find the information you want. When you are ill prepared, meaning that you just see what happens and that you let others decide what you are going to do, you run the risk of going on a company visit that is not worth it. Of course, you want to avoid that, because that would be a waste of time for you and the company. Later on, when you go for a job interview, it is equally important to do good research beforehand.'

Performance

- 1 Ask the youth to look at the website of the company they want to visit and let them write down the answers to the following questions:
 - Where is the company located?
 - What does the company do?
 - What is this company good at?
 - What does this company want to achieve?
 - How many people work in this company?
 - What is the name of the boss of the company?
 - Which jobs can be found in the company?
 - For which clients does the company work?
 - What strikes you about the website?
 - Which impression do you get from the company?
 - Which questions do you still have after opening the website?
 - What do you hope to see/to experience in this company?
 - What do you look forward to?
 - What seems fun?
 - What do you find a little scary?

- 2 Let youth share the answers they found in pairs or in the same group in which they are going to visit the company.
- 3 As a concluding exercise, youth can fill in worksheet 3.6 'My expectations of the company visit'.
- 4 Set two dates, one for the company visit and one when you will evaluate the visit with the youth. Write this down on the flipchart. Give a clear instruction what kind of report you want back about the interview.

Reflection

Ask youth whether this exercise was a good preparation for the company visit and if they are still missing information. Encourage them to share their preparation with their family; by informing them they also can get some support. The evaluation will take place after the visit to the company. This evaluation can be combined with exercise 3.11 'Looking back' when the box or jar with expectations will be reopened. How did they experience the visit? Was it anything like they expected? What did they learn that is useful for their own career? Did they talk about the visit with parents, friends, siblings? What was their feedback?

Other ways of evaluating and reflecting can be found in the overview.

Tips

Find out whether all the answers can be found on the internet. Ask youth to show the website to their family and friends and let them inform their personal network about the company they are going to visit. The expectations can also be kept in the 'looking forward box' in exercise 3.4 'Looking forward to the field trip'.

GOOGLE IT

Goal

Youth learn to find information about companies on the internet.

Preparation

For this exercise, it is necessary that everyone has a computer or laptop; it is also possible to use a smartphone. When there are not enough computers/laptops or smartphones, you can do the same game in groups, instead of individually. You must keep the score because this game has a winner. Choose a company that has a good website. You need to be sure that it is possible to find on this site all the answers to the questions below. If not, you need to replace this question for which no answer can be found. Prepare a scoring list on the whiteboard.

Explanation

'A fun game 'Google it' can be done to get to know more about a company. The goal of this game is to find as quickly as possible answers on the internet. The questions will be about one of the companies we are going to visit. All questions will be asked one by one. The first participant who knows the answer to a question, says loudly: 'Stop!'

Performance

- 1 Make sure everybody has a computer, laptop or smartphone and open the Google page. When there are not enough computers or phones, you divide the group into small groups, depending on the number of available instruments.
- 2 Ask the youth to find the answers to the following questions about the company (PS: You have checked whether all answers can be found on the website of the company):
 - How many employees has the company?
 - What is the address of the firm?
 - What is the name of the boss of the firm?
 - Give five job titles that exist in this company.
 - Name three clients/customers of the company.
 - In what year did the company start?
 - What is the general phone number of the company?
- 3 When a participant or a subgroup finds the answer to a question, they say loudly 'Stop!'.
- 4 Check the answer and keep the scoring on the whiteboard, so that you can see who is the winner.

Reflection

Ask youth how they feel about the game. How do they feel about searching on websites to discover the world of work, to prepare fieldtrips or to apply for a job?

Tips

Make sure that the answers to your questions can be found on the internet. A little award for the participant/subgroup that wins will be nice. When you know that many participants are not familiar with Google or internet, make sure you first plan a session to learn about Google and internet. Let them teach each other about the internet and how to find information on the web. After that, you can start the exercise.

MY LETTER TO MY FAMILY

Goal

Youth prepare their field trip and inform their family or friends about the visit.

Preparation

This exercise can only be done when youth know which company they are going to visit. They can choose the company in exercise 3.6 'Finding a company for a field trip: Why there?' or in exercise 3.7 'Which company do I want to visit?'

Explanation

'Good preparation is half the battle! If you are well prepared for the company visit, you are sure that you will get the information you want. Because it is important to get support from your family or friends, it is necessary that you know what you are going to do. In this session, we combine those two goals. You will prepare your company visit by writing a letter to your parents/caretakers/friends.'

Performance

- 1 Give youth the assignment to write a letter to their parents/caretakers/friends about the planned company visit. Ask them to mention at least the following aspects:
 - What kind of company are you going to visit?
 - What do they produce/do/sell etc.?
 - What is the reason that you will visit a company in general? Why is it useful?
 - About which aspect do you want to have more information: e.g. About the jobs they offer, the market, the working conditions, the salary etc.
 - Why this specific company and this profession?
 - How do think that your talents and skills suit the field of practice you are going to meet?
 - Which expectations do you have of this company visit?
 - What do you hope to see and experience?
 - How long will the company visit take?
 - When will you visit the company?
- 2 Let participants read each other's letter in pairs and let them give feedback to each other.
- 3 Ask them to write the letter in a neat version, incorporating the feedback of their fellow groupmates. Let them give this letter to their parents or friends.
- 4 Encourage youth to ask their parents, family or friends to give feedback and let them take the reactions to the next session.

Reflection

Ask youth how they feel about preparing the company visit in this way. What did they like about it? Were there any questions that were harder to answer than others? Do participants, after doing this assignment, still have questions that must be answered? How could they find the answer to their remaining questions? What do they feel about letting their parents, family or friends read their letter? What kind of reaction do they hope to get? How do participants think their parents, family and friends could be of use for their career development? Make sure to ask about the reactions to their letter during the next session. How did their parents, family, friends respond to the information they got about the company visit in this manner? Did they come with any new ideas, feedback or support?

Tips

This exercise can also be given as part of the subjects Kiswahili, English or communication skills. As this letter is meant for parents/caretakers/friends, it is not a formal letter. In a more informal letter the language should be in accordance with the way participants usually talk to their parents or friends.

Further examination

Encourage participants to make a rap, song, poem, short video or e-mail instead of a letter, in which they incorporate the same information.

PREPARE YOURSELF!

Goal

Youth make the necessary practical preparations for the company visit.

Preparation

Think yourself about the answers to the questions you are going to ask. Is this how you prepare yourself when you make an appointment? Write the questions on the whiteboard before the session starts.

Explanation

'Very soon you'll be visiting your company you have chosen in other exercises. Good practical preparation is important. It is helpful to answer a couple of questions before you go, to make sure that there are no unpleasant surprises for you.'

Performance

- 1 Give your group the assignment to answer individually the following questions:
 - At what time am I expected?
 - What do I take with me?
 - What will I read beforehand?
 - How will I travel to the company?
 - What is the best route to the company?
 - With whom will I travel to the company?
 - At what time will I leave home/the training center?
 - How will I dress myself?
 - What is the telephone number of the company?
 - What is the name and phone number of the person that will welcome me?
 - How do I introduce myself?
- 2 Let them write down their answers in their notebook and discuss them later in the whole group.

Reflection

Ask youth if they feel well prepared. Do they have some remaining questions? If so, let them help each other to find the answers. Wish them all the best!

Tips

Check your participants one by one to make sure that they are well prepared for their company visit. And when some are nervous, you can encourage them. You can also give them the assignment to make a report from their visit.



LOOKING BACK

Goal

Youth reflect whether their expectations on their company visit have come true.

Preparation

Take the 'Looking Forward' box with all the expectations that participants have written down in exercise 3.4 'Looking forward to the field trip'. Check if all the notes of the youth are still in the box.

Explanation

'You have been on a visit to a company and before you went we did the exercise 'Looking forward to the field trip'. You have written down what you expected from this visit. Now we will do the 'Looking back' exercise and everybody gets back his/her notes. Read aloud what you have written on that note and tell whether your expectations have come true. Give some explanation.'

Performance

- 1 Take care that all the notes on which the expectations with regard to the company visit are written, are still in the container, box or bowl.
- 2 Take at random one of the notes and give it to the participant who has written this note.
- 3 The participant reads the note aloud.
- 4 He/she explains whether this expectation has come true and illustrates the answer.
- 5 When necessary, ask for some more explanation.

Reflection

Ask youth if they think that their expectations were realistic and let them explain what they have learned about setting expectations.

Tips

Do this exercise in any case when you have also done exercise 3.4 'Looking forward to the field trip'.



THE CARROUSEL

Goal

Youth evaluate their fieldtrip or their visit to a company.

Preparation

Put chairs, without tables, in such a way that there is an inner- and an outer circle. Youth in the inner circle are positioned facing youth in the outer circle.

Explanation

'If you have been experiencing something, it is useful to talk about it and learn from it. By reflecting on it you will learn more from it. During this exercise, we are going to talk about what you have experienced visiting those companies. In five turns you share your experiences with five different people by moving around in the inner and outer circle. Each round lasts three minutes; after that people in the inner circle move on one place to the left. Every participant takes five times the role of the interviewer and five times the role of the interviewee.'

Performance

- 1 Participants in the outer circle ask questions to the ones sitting opposite of them. Questions are dealing with the visit to the company. After three minutes, they change roles and participants in the inner circle interview the ones in the outer circle.
- 2 After one round participants of the inner circle move one chair to the left. Now everybody has a different partner to interview.
- 3 Again, the participants interview each other about their experiences with the company visit for three minutes only. After this round, participants of the inner circle move again one place to the left.
- 4 Repeat this until 5 rounds are made.

Reflection

When the rounds are done, talk about the challenges the youth have faced. Are there any questions left that have not been asked? What were good questions? Have the youth an idea which company they would prefer to go to for their internship?

Tips

You can help the youth by showing an example how to conduct an interview before they start. Participate yourself in the carousel.

WHERE DO I STAND?

Goal

Youth share their experiences with the company visits and evaluate them.

Preparation

Put the tables and chairs aside and create an open space in the middle of the room. Draw a line in the middle with masking tape. In one half, you write the word 'Agree' and in the other half the word 'Disagree'. You can also write 'Agree' on a piece of paper and on another piece 'Disagree' and hang the two pieces on the opposite sites of the wall. Print or write down the following statements. Of course, you are free to add some statements to this list:

- I have learned a lot during my visit to the company.
- I have discovered which job I want in the future.
- I still hesitate what I want to become.
- I have a better understanding of my future job.
- My visit to the company was a great success.
- I have asked a lot of questions during my visit to the company.
- My expectations have been fulfilled.
- I already know what to do next.
- I would like to pay another visit to the company.
- I want to do my industrial training in this company.

Explanation

'Every now and then it is important to become aware of the situation you are in and what you think of it. If you do not evaluate your situation regularly, you might just go around in circles without learning from your experiences. The line in the middle is the separation between 'Agree' and 'Disagree'. You will hear a couple of statements about the company visit you paid. If you agree with the statement you will go to the 'Agree' area, if you don't agree you go to the 'Disagree' area. Of course, you are questioned to explain some more about your choice.'

Performance

- 1 Explain the difference between the two areas 'Agree' and 'Disagree'.
- 2 Let the youth listen to the statements one by one and let them walk after each statement to the area that corresponds to their experience.
- 3 Ask two or three of them why they have chosen for one side or the other.
- 4 Go on till you have enough information to evaluate and reflect on the choices made.

Reflection

Ask the group what kind of conclusions can be drawn after all those 'Agree' or 'Disagree' choices. What could be done differently in next company visits? Which challenges do they see for themselves when they are going to visit another company?

Tips

Do not participate in the discussions; just show the youth the results of their choices. Just ask two or three persons to explain in more detail their agreement or disagreement on a statement. Keep in mind that you will give everybody a turn to explain his/her choice. Don't make it too long, speed up if possible. You can ask participants to give their own statements about the company visit. Add those statements to the exercise and let youth also react with 'Agree' or 'Disagree'.

FIELDTRIP FLASH

Goal

Youth reflect on their field trip: did it meet their expectations?

Preparation

Remember in which lesson(s) you have given the assignment to choose a company and prepare the visit. Which activating method did you use to set the expectations? Where can youth find the results of that preparation?

Explanation

'We all have expectations of something before we come into action, therefore it is a good to look back afterwards to see if our expectations have come true. In this way, we discover whether our expectations were realistic or not. And at the same time, we get to know whether there are still expectations that need to be addressed.'

Performance

- 1 Give the youth a few minutes to write down in keywords what they want to tell in a flash, a 1-minute presentation, about their expectations and experiences with their company visit.
- 2 Every participant speaks for just one minute about their expectations and experiences of their company visit. Ask them to start their presentation with: 'My company visit met my expectations' or 'My company visit did not meet my expectations'.
- 3 After each flash, everybody should answer at least three questions asked by other group members.

Reflection

Ask the group what kind of conclusions can be drawn about the relation between expectations and real experiences? What can we learn from that for other fieldtrips and company visits? What kind of expectations still need to be addressed? To whom? How to arrange that?

Tips

Pay attention to the time: set an alarm for the exact 1-minute presentations. Make sure that participants really talk about the expectations they had in mind before the company visit. Let them recall the exercise of the session in which they have worked on that issue.

Further examination

Allow the youth to give a detailed presentation with photos, films, interviews etc. Now, more questions can be asked and your time schedule needs to be adjusted. Give the participants much more time.

PORTRAIT OF A WORKDAY

Goal

Youth reflect on their field trip in a creative way.

Preparation

You need to know which companies the participants have visited. Make sure that there is enough material to produce comic strips: paper, pictures, marketing material, glue, pencils, markers in different colours, scissors, computers or laptops.

Explanation

'After the company visit you probably have got a good impression of an average workday. During this session, you will portray such a day in images. It will be a comic strip, a little story told through images. Sometimes images tell us more than words. Moreover, they are often beautiful, catchy or funny to look at.'

Performance

- 1 Ask the youth to describe in keywords a workday of an employee in the company they have visited. Let them work in pairs.
- 2 Let them individually look for suitable pictures, images or drawings that convey that workday.
- 3 Ask them to put the images in the order in which the various activities take place during the day. Let them stick the elements on a piece of paper.
- 4 Let them put their portraits of the workdays on the wall or on a table and let them take a picture of their strip.
- 5 By showing the results to each other, ask participants to explain what and why they made this comic strip. Do not forget to ask them if they want their workday to look like the day on the strip.

Reflection

How do the youth find to visualize their company visit in this way? Did they notice anything while making the comic strip that made them look at their profession in a different way? Any other issues that have given them new insights into the jobs the company they visited has to offer?

Tips

Maybe youth are having difficulties in making this strip. Encourage them that it is purely a matter of giving meaning to their company visit. It's not the quality of the strip that counts. Make sure that there is enough room to expose all the comic strips, so that youth can look at each other's work.

EVALUATION AND ASANTE SANA

Goal

Youth evaluate their company visit and send a 'thank you' letter with a summary of the evaluation to the supervisor/tutor of the company.

Preparation

Print for every participant a copy of worksheet 3.16 'Evaluation of the company visit' with the evaluation questions. Make sure that you know how many company visits have taken place, by whom, the name of the company and of the supervisor/tutor. If the entire group visited the same company, one letter of thanks and a summary of the evaluation will be fine. In other cases, more letters of thanks and individual or subgroup evaluations are needed.

Explanation

'Networking also implies thanking others for what they have done for you. In this assignment, you are going to evaluate your company visit. Within two weeks we are sending a 'thank you' note to the company tutor together with the evaluation form. Evaluation is very important, not only for ourselves, but also for the company supervisor/tutor. In this way, we show him/her what we really have appreciated and what he/she could do differently next time.'

Performance

- 1 Ask your group to fill in the evaluation form on worksheet 3.16 'Evaluation of the company visit'. Be as complete as possible. Let them know beforehand that the supervisor/tutor will read (the summary of) all evaluation forms thoroughly.
- 2 Ask participants who have spare time to make an example of a 'thank you' letter for the supervisor/tutor. Ask participants who had the same fieldtrip to make a summary of the evaluation forms of their group.
- 3 Let them present their draft 'thank you' letter and talk about it in the group: are there any comments or changes to make? When the letter is ready, read it once more to everybody and after that write a neat version.
- 4 Share all the answers of the evaluation in the group and have a proper look at the summary.
- 5 Send (the summary of) the evaluation forms and the 'thank you' letter to the supervisor/tutor within two weeks after the company visit.

Reflection

Evaluate and talk about the good and weak points of the company visit. Share your views concerning the answers given in the evaluation forms. Are there any improvements possible which would make this company visit more worthwhile? Ask participants whether they would like to work in that company in the future? Did they meet people whom they would like to add to their network? Why? How do they want to stay in touch with those people?

Tips

Point out that this exercise is meant to emphasize the positive aspects of the company visit. Of course, constructive criticism is welcome, but be sure to present them as ideas for improvement. Positive reinforcement of good experiences has more added value for everybody. Collect copies of all evaluations of the company visits, it will help you to build up a good network for your institution. This network is very important when you want to deliver CBET (Competence Based Education and Training), a didactical approach that addresses the demands of the labour market. Of course, it is preferable that every participant writes his/her own 'thank you' letter to the supervisor/tutor. It's more personal and better for building a close relationship with the company. The 'thank you' letter can be written with the help of teachers in Swahili or English.

YOU ALWAYS LEARN SOMETHING

Goal

Looking back to the field visit, youth reflect on the aspects of the job they like most and the aspects they like less.

Preparation

It is useful to know which companies have been visited by the youth and for what reason. In that case you can ask more meaningful questions. Make sure you have enough blank A4 papers or let youth use their notebook.

Explanation

'Of course, it's nice to have a job that suits you and in which you can always do the things you like. But is this always possible? What do you think? Most likely, some aspects of the job suit you well and some don't. Those positive and negative aspects just come with the job. That's what we are going to investigate in this exercise. We will look back again at your company visit and we'll review what you liked and what was less appealing to you.'

Performance

- 1 Supply all participants with a blank A4 piece of paper or let them work in their notebook.
- 2 The paper should be divided into two parts. On one half, the participant writes the words 'Profession/job suits me' and on the other half 'Profession/job doesn't suit me'. They give their reaction on the job of the employee they have spoken with or the profession they had chosen to ask questions about during their company visit.
- 3 Make them write down as many things as possible that come into their minds. Don't give them too much time to think. They can always delete items later. Think of items like: working hours, colleagues, routines, holidays, schedules etc.
- 4 In pairs, let participants exchange their papers and let them give feedback on each other's lists. Let them discuss the significance of their findings for their career planning.
- 5 Finally, ask them to draw a personal conclusion.

Reflection

Ask the youth what they have discussed in pairs and which personal conclusions they have drawn. How do they want to respond to that conclusion? Is more investigation or experience needed? Which tips can they give each other?

Tips

This assignment is meant to make youth aware that, having made a choice for a certain training or job, not everything will be positive. There must be a kind of balance between positive and negative ideas about the future job. Sometimes there is the need to make a choice: either continue the training for the chosen profession or make a shift to another field of practice. Make an appointment on an individual basis with participants whose balance is lacking.

Further examination

Make a list of jobs that came out of the discussion as suitable or not suitable for the youth. Compare them with the career values you can find in exercise 2.9 'My main career values'. When you have not yet done this exercise, just do it in the next lesson. Sometimes it is also helpful when you invite somebody who has dealt with those dilemmas him/herself and ask that person how he/she adapted him/herself to the less suitable aspects.

LOOKING FOR A COMPANY FOR MY INDUSTRIAL TRAINING

Goal

Youth make a start to look for a company where they can do their industrial training. Doing so, they should take into consideration the demands of the vocational training program, the exams and their own needs.

Preparation

Arrange the classroom in such a way that participants can work in groups of three or four. Although you expect participants to be able to choose a company themselves, it might be necessary that you have some names of companies at hand, where other participants have done their industrial training or internship. Keep those companies as a backup for participants who are not able to find a company themselves. See to it that relevant information and leaflets are available. Laptops, smartphones and a good internet connection are important as well.

Explanation

'Learning by doing. By putting up practical experience in a company, you will learn a lot. By working in a real setting as a trainee, you gain the knowledge, skills and attitude you need in your future profession or job. You must really do things to know what it is about. By doing professional tasks, you discover what you like or dislike, what your talents are and what you still have to learn. Go and find a company where you can prepare yourself in a proper way for your future job.'

Performance

- 1 Ask the youth to write down the criteria they use to choose a company that suits them. What does it have to offer them? What kind of work do they want to do? What do they want to learn?
- 2 Provide information the school has about the company requirements to provide proper industrial training. How does the industrial training fit into the curriculum, learning plans and examination rules? What kind of guidance should the company offer to the youth? And who in the school will supervise them during the industrial training?
- 3 Divide the group in groups of three or four participants.
- 4 Ask the subgroups to discuss which requirements the company must meet; ask them what kind of activities or tasks they want to carry out during their industrial training to learn from and how will this help them later to be prepared for their exams?
- 5 Ask the subgroups to look at least for three possible companies that will meet their needs. To find them, they can use their own network, all the available leaflets and the internet.

- 6 Let them write down all the relevant information they found about those companies, showing why they think that those companies will provide a good place for industrial training.
- 7 Ask each subgroup to present the three companies they have chosen and let them give a motivation why.
- 8 Give after each presentation the other participants the opportunity to ask one or two questions about the three chosen companies. They can also give some feedback what they like about the companies.

Reflection

Ask participants what they think of this assignment as a first step to find a suitable company. Have they been able to collect enough information? What else do they need to find a proper place for industrial training? What are the next steps? Make time to talk about this in a next lesson. Offer support, individually or in small groups.

Tips

As the trainer, make sure that you have all the information you need: what do the participants have to learn according to the curriculum and the examination requirements? You need to know all the criteria of the Vocational Training Centre, VTA, VETA or NACTE: which demands do the companies need to meet? It may be a difficult assignment for the participants. Have they earlier discussed the criteria for a good placement? Do they know exactly what they want to learn? If those things are not entirely clear to them, it might be difficult to find a suitable company. So, give as much support as possible to your participants, keep asking for clarification and arguments. Encourage the participants to find answers to their questions that satisfy them.

Further examination

Invite higher years' participants to tell about their experiences with industrial training. Let them provide your participants with tips and information about questions like: How important is the work environment? What does a pleasant working atmosphere imply? What are the criteria for companies where participants can really learn a lot? What is the best way to approach a company?

MY FIRST INTERVIEW WITH THE COMPANY FOR INDUSTRIAL TRAINING

Goal

Youth prepare themselves to contact the company of their first choice for industrial training.

Preparation

Make sure that you are well prepared, that you have already thought about the questions and answers, so that you are able to support your participants. Make sure the questions as in the list below are written on the whiteboard or that you have them on paper.

Explanation

'Now you have found a company where you would like to do your industrial training, you need to arrange the first contact with that company. This is an important moment. Make sure you make a good impression when you are invited for an interview. How do you present yourself? What do you tell about yourself and what do you want to know about the guidance the company will offer? The better you are prepared, the greater your chance of getting accepted by the company to do your industrial training.'

Performance

- 1 Divide the group into groups of three.
- 2 Youth discuss the following questions with each other:
 - What is the best way to contact the company?
 - Which questions are to be asked first?
 - What is it that you really want to know?
 - How to present yourself when you are invited for an interview?
 - What to wear?
 - What to say when you enter?
 - If there is a reception, how do you introduce yourself?
 - Which agreements to make, e.g. working hours, use of your smartphone, tutor, holidays or days off, lunchbreaks, illness, allowance, transport, work clothes etc.
 - What do you want to learn during your industrial training?
 - Which information about the demands made by the school can you give to the company? e.g. the number of hours of internship, the number of weeks, the number of days per week, expectations of the work to be done, the objectives, the report writing, the assessment criteria and other important matters the company should know about you.
- 3 Have the youth write down the most important questions in their notebook, so that they won't forget.

Reflection

Ask the youth to share their preparation. What kind of tips can be given to other subgroups? What did they discover about themselves while doing the exercise? What further help do they need? Where and how to find it?

Tips

Make it clear that there's only one chance to make a good first impression. Practice 'how to introduce myself in an interview' in a role-play. You can use some exercises from Topic 4 'Discover your network' and Topic 6 'Your action planning and applying for a job'.

Further examination

Invite higher years' participants to tell your group about their experiences with industrial training. Which good advice is there to give? What kind of clothes to wear, how to have a pleasant conversation during the first visit, how to make a phone call? How to prepare yourselves in the best possible way? What did they like or dislike during their first interview?

MY FIRST IMPRESSION OF MY INDUSTRIAL TRAINING

Goal

After one or two weeks of industrial training youth reflect on their first experiences.

Preparation

Make sure that you know in which companies your participants do their industrial training. Place the chairs and tables in such a way that participants can work in a group of three. See to it that the questions are clearly written on the whiteboard or make your own worksheet in such a way that participants can write down their answers on it.

Explanation

'The purpose of industrial training is of course to learn more about your future profession and to learn what is expected of you. The goal of this exercise is to give meaning to everything you have experienced at work by reviewing the past period. In other words: by reflecting on your experiences, you will learn more about your work and about yourself.'

Performance

- 1 Ask the youth to reflect individually on the following questions and to write down their thoughts:
 - Did you feel welcome at your industrial training place? If yes or if no, what are the reasons?
 - What were your first thoughts when you saw the building in which to work?
 - Did you get a tour? What are your thoughts about the place?
 - Is there a canteen? Do you like it? What does it look like?
 - Have you been introduced to the other employees? How and did you like the way they did it?
 - How did you experience the work atmosphere in the company? Is it nice, do you feel comfortable?
 - What about the name of the company? Is it clear what the name of the company stands for? Why or why not?
 - What was your first impression of your supervisor/tutor?
 - Have you been able to ask everything? How comes? What made that you could ask everything you wanted? And if not, what are the reasons?
 - Have you already done any serious work? If so, what did you do? If not, when are you really starting?
 - Ask participants to give a mark from 1 - 10 to the following statements:
 - I feel safe and accepted
 - During this industrial training, I can learn a lot
 - I feel at ease with my colleagues
 - I will get support when I need it

- 2 Divide the group into groups of three.
- 3 Ask participants to talk about the marks they have given to the four items. Why did they give that mark? Let them exchange their views.
- 4 Ask them to finish the following sentence for their two group mates: 'For next week, if I were you and if I would be working in this industrial training place, I would.....'.
- 5 All participants write down the two tips they received.

Reflection

Discuss the two tips that every participant has received from their subgroup mates, when they had to finish the sentence. On which experiences are the tips based? How helpful are those tips? What would they do differently next time, or would they do just the same? Why? Is there something they need to talk about with the supervisor/tutor of the company?

Tips

In this assignment, the youth are challenged to express their true feelings and emotions concerning the industrial training. Emphasize that there are no 'wrong' answers; irrespective of what they have experienced, it is okay. By talking about it they will be able to grasp the meaning of it. They learn about themselves, which is a prerequisite to make changes. Everything is all right as long as they are honest about themselves, even if things didn't work out as they had planned.

Further examination

Stimulate the youth to make an appointment with their supervisor/tutor from the company to exchange views. A talk with the tutor is part of the learning process. In this way, the tutor will learn more about his/her trainees and he/she will be able to guide them in the best way possible.

AM I COMPETENT ENOUGH?

Goal

Youth exchange dilemmas which they can encounter at work and discuss different ways how to handle them.

Preparation

Put the chairs in a circle, without the tables. If possible, you may add some of your own experiences how to handle dilemmas during your work as a trainer. Think of all the dilemmas yourself and how you would respond to them and how they relate to your values.

Explanation

'Everybody will come across difficult things and situations at work such as: 'Something is not going as it should, but I don't know how to handle it'. Maybe it happens that the manager of the company asks you how you are doing. You hesitate if you can tell him the things that do not run very well or you do not agree with. You think: 'Can I tell him/her what I really think? Am I allowed to do that?' or 'Shall I tell the boss that colleagues that call in sick, are not sick at all, when he/she asks me what is the matter?' In this exercise, we're going to talk about those nasty issues and how to deal with them.'

Performance

- 1 Tell the youth you are going to discuss several situations that can occur at work, which are not easy to deal with. They are called dilemmas. For instance, everybody knows there's something wrong in the organisation, but it depends on the situation and the people involved what to do: is it better to give your opinion or is better to keep silent?
- 2 Discuss at least about two of the following situations in the whole group or in subgroups of around 8 people:
 - I am getting a difficult assignment from my manager. That happens from time to time. I don't quite understand what he wants me to do, but I'm afraid to ask him for details. Moreover, I know that my manager is about to attend a difficult meeting in 10 minutes and I can see he's nervous about it. What to do?
 - My manager is a little bit irritated because of my work. And he's right, but he doesn't know that my parents are about to get divorced. It's hard for me and I haven't told him about my troubles at home. What to do?
 - If my child gets ill, I will stay home to look after him. In that case, I tell my boss that I am ill. This means that colleagues must do my part of the work. Some colleagues, by the way, know that I am not ill. What to do? I have asked my boss to work 4 days a week, so that I do not have to lie when I have to stay home because of my child. He does not agree.

- If my manager comes to my desk, I quickly change the images on my computer because I was watching the News or Twitter or LinkedIn and this is not allowed at work. What to do?
 - The whole department knows that a colleague has made a big mistake. The man in charge doesn't have the courage to tell his manager. We all understand. What to do?
 - One morning the cables of all our computers have been cut. No traces of burglary or forced entry can be found. The manager drops hints that he knows that one of the coworkers is involved. What to do?
 - My colleague has swapped working hours with me without me knowing about it. Now I must work this evening and I had made plans to go swimming with my friends. What to do?
 - My colleague has called in sick. But when I was in town this afternoon, I saw him shopping with his daughter. What to do?
- 3 After discussing a dilemma one by one, ask youth to summarize the key elements that caused the dilemma. This helps them to get a clear view on how to weigh the pros and contras. After that, ask them what seems the best way to deal with that situation.

Reflection

How did the youth find talking about dilemmas? Have they come across such difficult situations in their own lives? What did they learn from the discussion? Let them explain the relevance of such a discussion.

Tips

The discussion about these dilemmas can take place with all participants at the same time or in groups of 6 to 8 people. When you decide to talk in subgroups, it is a good thing to appoint a chairman/woman for each subgroup who will have to take care of a smooth proceeding of the discussion. Everybody should get the time to tell everything he/she wants. Silent people must be encouraged to give their say as well. Try to create an open atmosphere during the discussions. Make the youth experience that there is never an easy way out. Every situation has its own history, and it's not right to say that there is but one solution for everything, because there isn't. It's never easy and there are always more motives and arguments you can think of. Be aware of this. Never say: 'this is the one and only solution', because it's not true. Try to think of situations you have witnessed yourself.

Further examination

The impact of discussing dilemmas becomes bigger when youth talk about situations they have experienced themselves. First, ask the youth to look at the 'what', 'who' and 'why' of their dilemmas. Answers and solutions will come later.

MY LETTER ABOUT MY EXPERIENCES WITH INDUSTRIAL TRAINING

Goal

Youth reflect on their industrial training experiences during the last week(s).

Preparation

Place the tables in a U-shape to make sure that youth can look at each other. Make sure that the questions are written on the whiteboard.

Explanation

'The goal of your industrial training is of course to learn about your future profession and to find out what is expected of an employee. However, the goal of the industrial training is also to go through all your experiences once again, asking yourselves what you have done and what you have achieved (or not). In other words: by discussing your experiences and by giving it meaning, you will learn more about yourself, your own working attitude and how to perform as a professional.'

Performance

- 1 Ask the youth to write a letter in which they evaluate their experiences during their industrial training in the past week(s). Give them the opportunity to choose whom they want to write to: the tutor, their parents, friends, some other family member. The letter should start with: Hello, last week I did my practical training. In this letter, I would like to tell you about my experiences.
- 2 Ask them to write about the following topics:
 - What did I do during my internship?
 - What was entirely new to me?
 - What was very interesting? Why?
 - What did my experienced colleagues do what I would like to learn as well?
 - Did my supervisor/tutor support me well? Why do I think so?
 - What was difficult for me in this period? What happened? Have I discussed this with my supervisor/tutor? How did this conversation go? Did we find a solution?
 - What else is there to say that I haven't mentioned yet?
- 3 Make sure the youth really send their letter (on paper or digitally). Let them ask the receiver to send them a reply or let them ask for a short talk about it.

Reflection

Ask a few participants to read their letter aloud. What did they experience? How was it to evaluate the internship in this way? Did they find out something they hadn't thought of before? Does the supervisor/tutor need to know about this?

Tips

Stimulate the youth that they are really going to write a serious letter to somebody they know. This also means that they need to adjust their writing style to the type of receiver. Is it okay to use street language or is it better to write a more formal letter? Maybe the teacher of English, Kiswahili or Communication can be of help to give you an advice about the right language. When there is not enough time to finish the letter in one session, give it as homework. Ask participants to take a copy of their letter to the next session for reflection.



IMAGES THAT REPRESENT MY INDUSTRIAL TRAINING

Goal

Youth show what a day at work looks like and what they like the most and the least.

Preparation

Arrange the classroom in such a way that youth have enough space to work. Tables can be put together in groups of four. See to it that there is enough material to do this assignment: leaflets, magazines, journals, material from nature, glue, scissors, computers with good internet, printer etc.

Explanation

'Images speak for themselves; they are sometimes more significant than words. In this assignment, we will see if that is true. You will describe through images an average day at your industrial training, including what you like and don't like.'

Performance

- 1 Ask the youth to write down individually what their average workday looked like. What did they like, what did they like less?
- 2 Have them collect pictures or images and photos to visualize that workday; have them look on the internet, in magazines or in nature.
- 3 Let them make a collage of everything they have collected.
- 4 Hang the collages somewhere on the wall or show them with a beamer.
- 5 Let youth take a picture of the results.
- 6 Let youth present and explain their collage.

Reflection

Discuss the collages. What are the differences? What are the similarities? What discoveries have they made while doing this assignment? Are there things they didn't yet realize? How did they like evaluating their industrial training in this manner?

Tips

As the trainer, it is useful to do the assignment yourself first. This helps to be a role model and you can answer their questions better. They might also notice that their trainer doesn't like everything about his/her job and they will realize that this is normal.

STARR-METHOD TO GIVE MEANING TO EXPERIENCES

Goal

Youth reflect on an incident that was of importance to them during their industrial training and in which they used their talents and skills. They learn to give meaning to that experience.

Preparation

Arrange the tables in such a way that youth can work in groups of three. As a trainer, you need to be familiar with the STARR-method. Only then you are able to answer questions from youth and to help them when they get stuck. So, practice this method with colleagues or friends. Make sure you have enough copies of worksheet 3.24 'STARR-method to give meaning to experiences'.

Explanation

'During your industrial training, there is always something happening that is important to you. With the STARR method, you can reflect on your activities and learn from it. By answering a number of questions, you learn to describe the Situation, your Task, your Action (what you have done) and the Results of your actions. In the end, you give a short final Reflection. You work in a group of 3: one is the interviewer, one the interviewee and one the observer. Being the interviewer, you help your groupmate to get a clear picture of the situation by following the 5 steps of the STARR method. In interviews, when you are applying for a job, this STARR method is also often used. Then the interviewers want to hear some evidence of your skills and/or want to assess whether you have a good self-reflective attitude.'

Performance

- 1 Divide the youth into groups of three.
- 2 Ask youth to choose one important incident that happened during their industrial training. It must be a situation they remember because they felt proud of what they did. It can also be a situation in which they felt uneasy, because they did not quite know what to do or to say. So, it needs to be a situation in which they used their competences, talents and skills.
- 3 Explain the STARR-method. Write the letters STARR vertically on the whiteboard and explain the five topics (Situation, Task, Activities, Results and Reflection). The interviewer A asks questions to B about these 5 topics. C is the observer. Each topic is a step on the way to get a clearer picture of what happened. You can only move on to the next step when a clear answer is given. At the end of each step, the interviewer summarizes what person B has told.
- 4 After your explanation, hand out the questions on worksheet 3.24 'STARR-method to give meaning to experiences' and invite the group to have a look at the questions before the interviewing starts.

- 5 Ask the youth to allocate the roles: A, B and C. Person A starts to ask questions to person B and person C writes down on the worksheet what has been said. Let them start the interview.
- 6 When the first interview is done, evaluate it shortly in threesomes. Person B can reflect on what he/she has learned from systematically looking back at what has happened. Person A reflects on his/her way of interviewing and person C gives his/her observation about both partners and hand-over his/her notes on the worksheet to person B.
- 7 After the short evaluation, change roles for the second interview. Everyone takes a role only once. After the second round, there is a third one.

Reflection

In what way was this method useful to the participants? What have they noticed during the conversations they had with each other? What more have they learned about themselves? Have new goals come up for the coming period?

Tips

It is not necessary to 'solve' the things that have occurred during the internship. The idea of this exercise is to reflect on experiences which were important, to learn from them, give meaning to what happened and move on. Emphasize that it is important to get as much information as possible. Therefore, the interviewer must follow the 5 steps. Let them ask open questions. Give person B, the one who's telling about the incident, enough time to describe the situation as realistic as possible. Discuss some reasons why a summary at the end of each step is important.

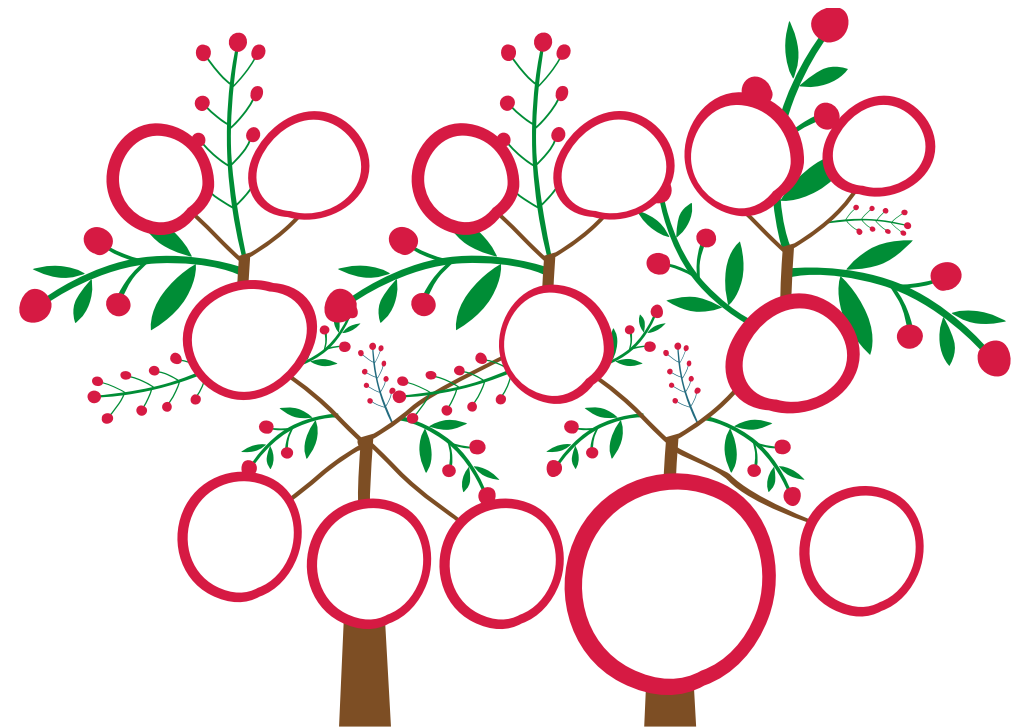
Further examination

To help youth to give meaning to their experiences, it is a good thing to practice this method a few times a year. With the STARR-method, you can also practice an interview to apply for a job. In topic 6 you can find more exercises for that occasion.

WORKSHEET 3.1

FAMILY TREE

Write in the bigger bottom circle your own name. In the other circles you write the name and profession of all your family members. Do it in this order: on the lowest level, you write the names/jobs of your brothers and sisters; higher up you put your parents and your aunts and uncles and on top your grandparents appear. Add more branches, flowers and circles, when your family is bigger than the example on the worksheet.



WORKSHEET 3.3

PREPARATION FOR INTERVIEWING A PROFESSIONAL

Interview with (name): _____

Profession: _____

Date: _____

Interviewers:

a _____

b _____

c _____

Questions we will ask:

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

9 _____

10 _____

WORKSHEET 3.5

MY WORK EXPERIENCES UP TILL NOW

My paid or unpaid work experience:

-
-
-

Tasks:

-
-
-

Skills, competences that I acquired doing that work:

-
-
-

Similarities with the job for which I'm studying:

-
-
-

Differences with the job for which I'm studying:

-
-
-

The employers will expect from me:

-
-
-

My expectations of the company visit:

-
-
-

WORKSHEET 3.6

PREPARATION FOR INTERVIEWING A PROFESSIONAL

Visit to: _____

Name: _____

Address: _____

Tel nr.: _____

Name of your contact: _____

Website: _____

- These are the questions I have about the profession

- This is what I would like to know about the job

- This is what I would like that the company would show me during the visit

- These are the questions I have about the company

- This is what I would like to observe in the company

WORKSHEET 3.16

MY EVALUATION OF THE COMPANY VISIT

Company: _____

Date of the visit: _____

Name of the supervisor/tutor of the company: _____

- This is what I liked best about the visit:

Because _____

- This part of the visit could be improved:

Because _____

- This is what I learned from the visit:

- This is what I will always remember from the visit:

- I want to give the supervisor/tutor the following compliment:

- Finally, I would like to say:

- Name of student: _____

WORKSHEET 3.24

STARR-METHOD TO GIVE MEANING TO EXPERIENCES

Here you find some examples of questions that can be asked when you use the STARR-method. In this method, you evaluate in 5 steps the following elements of an experience: **S**ituation, **T**ask, **A**ctivities, **R**esult and **R**eflections.

Situation

It is not necessary to use all questions listed; choose what is relevant for that specific interview.

- What happened?
- When and where did it happen?
- Who were involved?
- Where did it take place?
- Where were you?
- How many people were present?
- What kind of a moment was it?
- What was the purpose?
- What time was it?
- How long did it last?

Task

Describe what you were supposed to do in this situation:

- What was your role?
- What did you expect from yourself? What did others expect from you?
- Who gave you that task? Were you told to do so?
- Were you able to handle this task?
- Did it suit you?
- Did it seem difficult or easy to you? Can you explain?
- Did you like it? Why?
- Who were your partners?
- Where ended your responsibility?
- Who was ultimately in charge of everything?

Activities

Describe how you handled the situation:

- What kind of behaviour did you show in the situation?
- What was helpful and what was difficult?
- How did clients and colleagues react?
- How did you start?
- What have you done since?
- Why in this way?
- What did you feel at that moment?
- How did you handle your anger, disappointment, concern etc.?
- How did you end the conversation?
- What were your exact words?

Results

Describe the final result of all your activities:

- Which criteria do you use to define the final result as positive? And how to define a negative result?
- How did it end?
- Were you satisfied with the way it ended?

Reflections

Describe what you think when you look back at the situation:

- What went right?
- What could have gone better according to you?
- What would you do next time in the same situation?
- Is there anything you would prefer to do in a different way next time?
- What are your feelings now?
- What would you like to learn for the future?
- What support do you need? From whom?

