

Common training scheme for participants: Train the trainer



March 2025

GENERAL PART

1. Name of the programme

Train the trainer: Training for professionals to promote deficit occupations

2. Purpose and objectives of the training

A common scheme allows for equal access to target groups by trained professionals, transfer of good practices from one country to another, raising competences in the use of new technologies and approaches, and raising the interest of target groups in a gender-sensitive way.

Furthermore, the aim is to raise the visibility, role and importance of deficit occupations in society, thereby improving their position on the labor market and potentially retaining staff on both sides of the border.

3. Target group

The training is aimed for representatives of partner organisations: professionals, counsellors, and adult education organisers from Austria and Slovenia. Trained professionals mean expanding the network of promoters for the integration of inclusion of students and the unemployed into deficit occupations, while reaching a wide range of target groups in a shorter period of time. Regarding students, it is mainly those aged 13 or 14. In Slovenia, these would be students attending the 8th and 9th grades of a nine-year primary school, while in Austria they would be students in the 1st level of secondary school or, in the case of polytechnics, also in the 2nd level.

4. Programme objectives

Professionals learn

- about and understand the labour market in Austria and Slovenia, with a focus on deficit occupations,
- about good practices from Slovenia and Austria with regard to the overarching goal of making a socio-political impact to retain staff on both sides of the region and to contribute by working towards the need for skilled labour in the respective country,
- how to operate and apply VR tools for interactive career demonstrations,
- how to integrate the "Gender Equality" model into career guidance practices,
- how to utilize effective counselling models to support job seekers and students,
- how to apply engaging methods to inspire young people and job seekers to explore in-demand careers,
- how to design and deliver outcome-oriented training sessions, learn pedagogical and didactic methods for career counselling and vocational guidance,
- to create and implement an action plan for creative demonstrations,
- to use reflection and feedback methods to improve training effectiveness,
- to analyse user engagement and assess career guidance impact using AI/digital tools,
- to apply training knowledge in centres for deficit occupations, employment services, schools, career fairs, etc. to raise awareness of deficit occupations.

5. Duration of training

The workshop takes place over 3 days, each day of the workshop consists of 8 teaching hours, for a total of 24 teaching hours.

The training also requires a practical part and team work of the participants after the workshop, which in total comprises 6 teaching hours. The total training therefore comprises 30 teaching hours.

6. Conditions for joining the training

Training is provided for the representatives of partner organisations. After completing the training professionals will be included in the piloting phase. They will carry out creative presentations in centres for the promotion of deficit occupations through a VR platform, at the employment service, in schools, companies, career centres, career and vocational fairs, occupational markets, in the framework of lifelong learning weeks, information days, etc. The demonstrations will be carried out in 30 schools (15 in Slovenia, 15 in Austria) and 100 unemployed people will be involved in the piloting (50 in Slovenia, 50 in Austria).

Trained professionals act as promoters of deficit occupations, introducing them to primary school children, the unemployed or young people considering a career change.

Training can be also provided for interested organisations and institutions working in the fields of education, employment, counselling, youth work and all those interested in these areas.

7. Catalogue of knowledge or programme content

The content of the programme is provided, but the trainers have the right to adapt the content of the meetings according to the background and needs of the participants. The programme consists of 6 modules, below is a description of the content of each module, the competences that participants acquire during the training and the learning objectives of each module.

STANDARDS OF KNOWLEDGE

7.1 MODUL 1 - BASIC MODULE

Short description of the content:

Participants will learn key concepts of gender equality. They will receive information on the background and causes of labour market segregation. They will explore what it means to integrate a gender perspective into career guidance in general and specifically in the use of VR tools. Together, methods and tools for gender-sensitive methodology and didactics will be developed.

Competences that the participant can develop:

- Recognizing gender stereotypes that influence the career choice process.
- The ability to apply gender-sensitive methodology and didactics.
- Understanding how to counteract vertical and horizontal labour market segregation as a cross-cutting theme.
- Translating gender-specific mechanisms in the labour market to the life world of young people.
- Using methods that motivate both girls and boys to explore ALL career fields, including those traditionally considered non-typical.
- Implementing methods and settings that allow both girls and boys to equally experience VR tools.

Learning Objectives of the Modul 1:

Gender-reflective approaches:

- Participants will examine their own work area in the context of gender-sensitive target group engagement and reflect on their own actions, strategies, and approaches.
- Participants will expand their range of methods and actions through experience exchange and collegial counselling.
- Participants will test the practical implementation of innovative, creative, and gender equality-oriented methods in a protected environment.

Gender equality:

- Participants will acquire relevant knowledge on gender equality and apply this in their planning and design, taking into account target groups, structures, and frameworks.

Definition of the target group (target group to be worked with: young job seekers and students):

- Participants will gain a variety of methods and approaches to reach different relevant target groups.
- Participants will learn which methods and approaches are suitable for reaching various target groups and what to consider when doing so.
- Participants will explore ways to increase participation and active involvement by clients.
- Participants will learn how to implement effective strategies for client outreach and retention in their own work areas.

7.2 MODUL 2 - THE PROJECT AND ITS ENVIRONMENT

Short description of the content:

In this module we will represent the challenges Slovenia and Austria are facing in deficit occupation area. In the economy the lack of adequate personnel is reflected in poor competitiveness of the economy in the region. The participants in our training program will learn about the problems in the labor market and why promotion of deficit occupations is so important. They will understand how we can achieve the goal of the project – to arouse interest among young people and unemployed people who are choosing or changing their career path – with VR. It is important that we rise visibility, role and importance of deficit occupations in society.

Competences that the participant can develop:

- New knowledge about the labor market situation in Austria and Slovenia regarding deficit occupation.
- Ability to successfully recognizing interest among young people and unemployed for deficit occupation to successfully raise awareness of deficit occupations and strategies to retain workforce.
- Familiarity with the ISIO counselling model from Slovenia.
- Ability to use different tools for discovering skills of candidates to successfully recommend school, workshop and other sources for further information about certain deficit occupation or career counselling.
- Use of role models and career orientation methods.
- Getting to know best practice examples in Slovenia and Austria through card method and online research.
- Identifying professional competences and requirements for the six shortage occupations.

Learning Objectives of the Modul 2:

- Understanding problems of the labor market in Austria and Slovenia, focusing on deficit occupations.
- Understanding good practices from Slovenia and Austria, focusing on deficit occupations.
- Understanding how to operate and apply VR tools for interactive career demonstrations, how to apply engaging methods to inspire young people and job seekers to explore in-demand careers.
- Gaining practical experience on how to create workshops and group discussions in leading group workshops, discussions.
- Applying training knowledge in centres for deficit occupations, employment services, schools, career fairs, etc. to raise awareness of deficit occupations.

7.3 MODUL 3 - PICKING UP AND MOTIVATING OUR TARGET GROUP

Short description of the content:

The content focuses on promoting meaning, enthusiasm, and motivation in career orientation for young people. Key elements include life-world orientation, encouragement for future planning, self-reflection on personal goals and influences, and the use of role models. The methods are designed to be age-appropriate, emphasizing respect and treating young people as adults. The goal is to teach trainers how to engage and motivate their target audience. Topics include creating personas based on life-world orientation, reflecting on personal career paths, identifying key influences, and addressing the concerns and aspirations of young people. Trainers are guided to understand, connect with, and build confidence in working with their target group.

Competences that the participant can develop:

- Ability to inspire enthusiasm and motivation in career orientation for young people.
- Competence to understand the life situations, needs, and behaviours of young people.
- Knowing what influences girls and boys, young women and men in their choice of education and it's importance for planning their future careers.

- The ability to integrate role models and good practice.
- The ability to build confidence and to effective communication when working with young people, by “speaking their language”.

Learning Objectives of the Modul 3:

- **Focus on creating meaning, enthusiasm, and motivation in career guidance:** Participants will explore ways to motivate young people in career guidance, they will share their experiences and learn from one another.
- **Lifeworld orientation:** Focusing the understanding of the lifeworld of young people, considering gender and diversity perspectives.
- **Encouragement to shape the future:** Participants will develop and test methods to encourage girls and boys, young women and men.
- **Reflection on own wishes and identification of influencing factors:** To deepen understanding and provide a foundation, participants will reflect on their own career paths.
- **Consideration of the intentional use of role models:** Participants will gather ideas on how to involve role models in career guidance.

7.4 MODUL 4 - OUTCOME-ORIENTED METHODS AND DIDACTICS IN THE CONTEXT OF CDO-VR

Short description of the content:

In this module, the participants learn about different methods, and try them out in individual, pair and group work. He/she integrates the acquired knowledge and experience into a meaningful whole by drawing up an action plan for creative demonstrations, which constitutes the practical part of the programme and guides the professionals in the implementation of the creative demonstrations.

Competences that the participant can develop:

- Ability to apply result-oriented teaching methods in career counselling.
- Conduct interactive and engaging career presentations using virtual reality.
- Practical experience in group facilitation, discussion and role-play exercises.
- Developing an action plan for creative career presentations.
- Practical application of the training in workshops, career fairs and schools.
- Effective use of the "TOOLKIT" and "TOOLBOX" resources to organise interesting meetings.

Learning Objectives of the Modul 4:

- Applying result-oriented teaching methods – The participant will acquire and practice various teaching methods that promote active participation and a focus on achieving concrete results in career counselling.
- Conducting interactive and engaging career presentations using virtual reality – The participant will learn how to use VR technology to enhance presentations and counselling activities.

- Designing and facilitating workshops and discussions – The participant will gain practical experience in leading group workshops, discussions, and role-play exercises, strengthening their facilitation skills.
- Developing an action plan for creative career presentations – The participant will integrate acquired knowledge and experience into a structured plan for effective career opportunity presentations.
- Practical application of knowledge at various events – The participant will be able to independently conduct workshops and presentations at career fairs, in schools, and in other educational settings.
- Effective use of "TOOLKIT" and "TOOLBOX" resources – The participant will learn to optimally utilise tools and resources to organise engaging and interactive meetings.

7.5 MODUL 5 - USING THE VR TOOL

Short description of the content:

In this module, participants will be equipped with both theoretical knowledge and practical hands-on experience to explore the full potential of Virtual Reality (VR) using the Meta Quest 3 headset. They will gain insights into the fundamental principles of VR, understand its applications in various fields, and become familiar with the CDO-VR application. Additionally, they will learn how to effectively troubleshoot common issues, ensuring a smooth and immersive VR experience.

Competences that the participant can develop:

Technical Competencies:

- Understanding the use and advantages of Virtual Reality (VR).
- Knowledge of development of VR and its various use cases.
- Familiarity with the Meta Quest 3 hardware, including sensors, buttons, and lenses.
- Ability to correctly configure the Meta Quest 3, including Wi-Fi setup, account creation, and safety boundaries.

Practical VR Skills:

- Efficient navigation of the VR interface using controllers and hand-tracking features.
- Proficiency in using the CDO-VR application for creating and interacting in VR environments.
- Ability to properly adjust and fit the VR headset.

Troubleshooting Skills:

- Ability to diagnose and resolve common issues related to Meta Quest 3 usage.
- Understanding and fixing problems related to motion tracking, controller detection, and display performance.
- Hands-on exercises to solve frequent VR challenges with instructor guidance.

Safe Use of VR:

- Awareness of safety guidelines for using VR, including setting up a secure play area.
- Understanding the importance of taking breaks to prevent motion sickness and discomfort.

Teaching and Mentorship Competencies:

- Preparation for mentoring and guiding others in using VR technology.

Learning Objectives of the Modul 5:

- Understand VR technology and its applications.
- Set up and navigate the Meta Quest 3.
- Use CDO-VR Application
- Address most common problems.

7.6 MODUL 6 - FOLLOW-UP AND REFLECTION MODULE

Short description of the content:

In this module, participants will learn about the process and methods of evaluation, assessment and monitoring of a project. Based on the evaluation, assessment and monitoring, and study visits to both centres in Slovenia and Austria, we will monitor whether there has been an increase in knowledge of and interest in deficit occupations among unemployed and students in Slovenia and Austria. The target groups in the project will give feedback on the application of VR and will also receive feedback and evaluation on their involvement and success, at, during and after their involvement in the programme.

Competences that the participant can develop:

- Capacity to assess and improve training strategies based on participant feedback.
- Skills in adapting and refining approaches to better serve target groups.
- Ability to analyze user behavior regarding the use of our VR tools and provide performance evaluations.

Learning Objectives of the Modul 6:

- Understanding of key evaluation methods: describing and applying key methods of evaluation, assessment, and monitoring in the context of project implementation.
- Analyzing impact on target group: assessing the effectiveness of study visits and VR applications in increasing awareness and interest in deficit occupations among unemployed individuals and students in Slovenia and Austria.
- Applying feedback mechanisms for continuous improvement: developing strategies to collect, interpret, and utilize participant feedback to improve training methodologies and engagement.
- Enhancing adaptability in training approaches: refining and modifying their educational strategies based on evaluation results to better meet the needs of target groups.
- Providing data-driven performance evaluations: developing the ability to analyze user behavior, measuring learning outcomes, and providing structured feedback on participant involvement and success.

MANUAL FOR PARTICIPANTS

All participants receive access to the TOOLKIT and TOOLBOX. This material supports the professionals in the implementation of the creative demonstrations and provides uniform standards for the implementation.

The TOOLKIT is a manual for participants who will carry out creative demonstrations in a centre for deficit professions or in the field, schools, fairs, companies, career centres, etc. It contains general information on the aims and purpose of the demonstrations, the specifics of the target group, gender reflective approaches, approaches in the field of counselling, and above all concrete recommendations, tips and tools for trainers on the organisation, implementation and follow-up of the demonstrations.

The TOOLBOX is an integral part of the manual, it is a collection of a wide variety of activities that consultants can draw on to make their demonstrations creative, dynamic, varied and, above all, relevant to the target groups and serving the purpose of the project - to raise the interest of young people and unemployed people with a focus on rural areas, who are deciding and choosing/changing their career path, in order to inspire them, through an innovative approach and with the help of VR, to careers that are considered to be in short supply.

8. Methods of assessment

Participants have the opportunity to test their knowledge through discussions, presentations, quizzes, surveys. Participants demonstrate their knowledge by working as a team to prepare an action plan for creative presentations and presenting it in a group. Feedback is given by the trainers after the presentation.

9. Organisation of the training (forms and methods of training)

The training is organised in the form of a 3-day workshop. The whole training is delivered in 3 sessions of 8 teaching hours each, i.e. 24 hours in total. Participants prepare an action plan as part of the practical work. They need 6 teaching hours of work in a team to complete the action plan after the training.

The venue must be adequately equipped with a computer, projector, screen, internet access for the use of ICT technology and VR glasses. A flipchart or writing board must be available.

The training is delivered in a course format. The trainers use different forms and methods of work. In terms of learning formats, the trainers choose between individual work, pair work and group work.

They also take into account different learning styles to help all participants to assimilate new content more easily. The practitioners use a variety of working methods: from brainstorming, discussion, sharing experiences and changing perspectives, simulation and role-playing, to learning by doing, exercises, positioning. Participants are introduced to technological solutions: virtual reality, virtual environment, gamification, elements of fun, sensory technologies.

The latter enable the trainees to work in a holistic way with the target groups, learning how to analyse user behaviour, provide performance evaluation and feedback, which they will then be able to analyse.

10. Conditions for successful completion of the training

Participants who are at least 80% present and actively involved in the training will successfully complete the training and will also receive a certificate of participation.

11. The providers of the training programme

Training is delivered by individual project partners. The individual modules are delivered by the project partners according to their areas of expertise. Ljudska univerza Ptuj and NOWA - Training Beratung Projektmanagement are experts in the preparation of training and consultancy programmes. Ljudska univerza Ptuj presents good practice in scholarships for deficit occupations in Slovenia, and consultancy activities in adult education. The partner NOWA - Training Beratung Projektmanagement is also an expert organisation in the areas of equality and gender mainstreaming and it presents their "Gender equality" model. The partners Zavod RS za zaposlovanje, Območna služba Ptuj, and ISOP - Innovative Sozialprojekte contribute good practices, experiences and methods they have in the field of recruitment, job counselling and career orientation and in the field of retention in Austria and Slovenia. Partner ArtRebel9 prepared a module for technology solutions: virtual reality, virtual environment, gamification, elements of entertainment.

All the presenters are experts in their field. They all have a university degree and/or a teaching and pedagogical background, are trained and qualified in their profession and have many years of experience in their field.

12. Competences that participants acquire through the programme

At the end of the "Train the Trainer" programme, participants acquire the following competences:

1. Labour Market Knowledge

- Understanding the labour market situation in Austria and Slovenia.
- Awareness of deficit (shortage) occupations and strategies to retain workforce.

2. Technological Skills

- Competence in using a Virtual Reality (VR) platform for career guidance.
- Ability to troubleshoot technical issues with VR tools.
- Knowledge of AI/digital tools for measuring skills and user engagement.

3. Career Guidance and Counselling Techniques

- Familiarity with the ISIO counselling model from Slovenia.
- Understanding and application of Austria's "Gender Equality" model.
- Skills to create enthusiasm and motivation among target groups (students, job seekers).
- Use of career orientation methods.

4. Pedagogical and Didactic Skills

- Ability to apply outcome-oriented teaching methods in career counselling.
- Conducting interactive and engaging career demonstrations using VR.
- Practical experience in group facilitation, discussions, and role-playing exercises.

5. Action Planning and Implementation

- Development of an action plan for creative career demonstrations.
- Practical application of training through workshops, career fairs, and schools.
- Effective use of the "TOOLKIT" and "TOOLBOX" resources to deliver engaging sessions.

6. Evaluation and Reflection

- Capacity to assess and improve training strategies based on participant feedback.
- Skills in adapting and refining approaches to better serve target groups.
- Ability to analyze user VR experience and provide performance evaluations.

These competences equip participants to act as promoters of deficit occupations, helping young people and job seekers explore in-demand careers through innovative and engaging methods.

THE SPECIFIC PART OF THE CURRICULUM

Course outline

	NAME OF CURRICULUM MODULE	Number of pedagogical hours	Independent work of the participants	Total
M1	Module 1 - Basic module - Gender-reflective approaches - Gender equality - Definition of the target group	4		4
M2	Module 2 - The project and its environment - Why CDO-VR - Opportunities - use of VR - Labour market in Austria and Slovenia - Shortage occupations in Austria and Slovenia	4		4
M3	Module 3 - Picking up and motivating our target group - Focus on creating meaning, enthusiasm, motivation in career guidance - Lifeworld orientation - Encouragement to shape the future - Reflection on own wishes and identification of influencing factors - Role models	4		4
M4	Module 4 - Outcome-oriented methods and didactics in the context of CDO-VR - Getting to know methods and trying out methods - Simulating discussions - Group settings - Visualising learning outcomes - Practical play-through (e.g. finding a positive conclusion)	4		4
PP	Practical part: ACTION PLAN Setting up an action plan for creative demonstrations	2	6	8
M5	Module 5 - Using the VR tool - Introduction to the technology - Trouble shooting	4		4
M6	Module 6 - Follow-up and reflection module - Improvements and further development - Reflection on experiences - Transfer	2		4
	Total hours	24	6	30