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Intellectual Output 4: Aggregate Pilot Report

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The objective of this report is to provide a consolidated view of the pilot so as to draw some useful conclusions to be used for the implementation of Intellectual Output 5 and to inform the revision of learning material content and, where appropriate, structure, in IO6. The first section of the report presents the pilot details. The following sections present:

- *the results of the training needs analysis and the learning plan developed*
- *the strong points identified*
- *the issues that need improvement*

In each of the above sections a comparison between the countries is provided together with the results of the countries as presented in their own country report.

The Conclusions section provides the conclusions of the pilot to be used for the development of intellectual output 5.

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Details of the pilots in each of the countries of the consortium

The following table presents the details of the pilots as these were implemented in each of the partner countries:

	AUSTRIA	DIMITRA	SPAIN	ITALY	GERMANY	CYPRUS	UK	ICELAND
Partner Country and Partner	ABIF	GREECE	DOCUMENTA	ERIFO	GSUB	MMC	RINOVA	VMST
Number of pilot sessions	3	3	3	7	3	3	3	3
Number of pilot participants	39 (23, 8, 8 respectively)	46 (14,13,19 respectively)	15 different people from 9 different organizations	70	25 (8, 9, 8 respectively)	26 (8, 7, 11 respectively)	22 (7, 7, 8 respectively)	20
Dates and times of pilot sessions	25/04/2017, 17:00-18:30 / 18/05/2017, 15:00 – 18:00 / 08/06/2017, 15:00-18:00	Thursday 01/06/2017, 16:00 – 19:00 Wednesday 14/06/2017, 16:00 – 19:00 Wednesday 28/06/2017, 16:00 – 19:00	May 31st (from 9:00 to 11:30), June 7th (from 9:00 to 11:30) and June 14th (from 9:00 to 12:30) those were the official times we included in the leaflet for dissemination	Florence Monday 22/05/2017 (9.30 – 13.30) Monday 29/05/2017 (14.00 – 18.30) Monday 05/06/2017 (9.30 – 13.30)	Thursday 4/5/2017, 09:00-13:00; Wednesday 24/5/2017, 10:00-14:00; Wednesday 31/5/2017 13:00-17:00	Friday 23/6/2017, Wednesday 28/6/2017 and Wednesday 5/7/2017	Thursday 15th June 10-1pm, Thurs 22nd June 10-1pm, Thurs 29 June 10-1pm	Friday 7/4/2017, 14:00-16:00, Tuesday 30/5/2017, 13:00-15:00, Thursday 15/6/17, 13:00-

	AUSTRIA	DIMITRA	SPAIN	ITALY	GERMANY	CYPRUS	UK	ICELAND
			but all of them lasted until 12:30 – 13:00	Pistoia Thursday 08/06/2017 (14.00 – 18.30) Monday 12/06/2017 (14.00 – 18.30) Thursday 15/06/2017 (14.00 – 18.30) Rome Wednesday 31/05/2017 (14.00 – 18.30) Thursday 01/06/2017 (14.00 – 18.30) Friday 16/06/2017 (14.00 – 18.30)				15:00
Lead Job Broker:	Andrea Egger-Subotitsch	Vaso Anastasopoulou	Javier Farto Lopez – Gema Diaz Dominguez	Stefano Bini	Dubravko Gršić	Theodoros Kouros	Alex Walker	Soffía Gísladóttir

Table 1: Details of the pilot in the countries of the consortium

Methodology used for the development of the current report

In order to develop the current report the following was taken into consideration:

1. The national reports from the pilots
2. The workshop that took place in Larissa and the findings of that workshop

Both findings are reflected in the current report and where necessary the source of the findings is clearly noted.

Objective of the pilot sessions

Comparison between the countries

The table below presents a summary view of the objectives as presented by the partners in the different countries through the national reports. It is evident that there is a general convergence (i.e. partners having same or similar objectives from the pilots) with two objectives being mentioned by all partners namely the need to present the project and test the materials in order to provide feedback.

Objective	AUSTRIA	GREECE	SPAIN	ITALY	GERMANY	CYPRUS	UK	ICELAND	TOTAL
To present the project to the participants and make sure that they understand what it is about	X	X	X	X	X	X	X	x	8
Present the key results of the IO-01 (Job Broker Transnational Research Study - Policies, Systems and Needs Analysis) highlighting the role of Job Broker in the labour market and services			X	X	X				3
Present and review the IO-02 (Development of Occupational Profile and a set of Standards for the Job Broker) "area of activities" and contents (reflection of the sustainability of the IO)			X	X	X				3

Objective	AUSTRIA	GREECE	SPAIN	ITALY	GERMANY	CYPRUS	UK	ICELAND	TOTAL
Inform about the Working Group members' roles through Job Broker activities			X	X	X			X	4
To test the materials produced by Job Broker/ in-depth look at the material/ Get feedback for the JOB BROKER curriculum in order to revise if/where needed	X	X	X	X	X (RELEVANCE TO THE GERMAN MARKET)	X	X (RELEVANCE TO THE UK MARKET)	X Discussing the situation in Iceland and the possibilities to use the training programme in practice	8
To familiarize the participants with the European Profile of the JOB BROKER	X	X	X		X	X			5
To use the training needs analysis tool and guide them in order to be able to develop their learning plan		X	X	X	X				4
To present the JOB BROKER CURRICULUM	X	X	X			X			4
Introduce them to the Moodle platform/ Review the learning platform for ease of use, access and navigation		X	X	X		X	X		5
To let the JOB BROKERS use the self learning material	X	X	X						3

Objective	AUSTRIA	GREECE	SPAIN	ITALY	GERMANY	CYPRUS	UK	ICELAND	TOTAL
Use action Learning activities/ • To acquire knowledge, skills and competences as Job Brokers through the training materials developed	X	X	X			X			4
Investigate any possibility of impact on regional VET systems by Job Broker profile development				X					1

Table 2: Comparison of objectives of the pilot between the countries

The objectives as stated by the partners in the national pilot reports

Austria:

The first session aimed to present the curriculum to a wider audience to attract additional members for the pilot/working group. Some of the interactive activities of the curriculum were conducted with the participants.

The second and third pilot session were dedicated to an in-depth look at the materials to receive concrete feedback from the pilot group. For this reason, members of the pilot/working group were provided with the curriculum work book and the access of the e-learning platform. They were asked to do the TNA and to work through the curriculum in a self-directed way. The actual pilot session was used to conduct interactive activities and also to receive feedback in a focus group like setting in addition to feedback questionnaires.

Greece

To get the participants to know each other and create a basis for a local network

- To let the participants know about the outcomes of the research
- To familiarize the participants with the European Profile of the JOB BROKER
- To use the training needs analysis tool and guide them in order to be able to develop their learning plan
- To present the JOB BROKER CURRICULUM
- Introduce them to the Moodle platform
- To let the JOB BROKERS use the self learning material
- Use action Learning activities

- Get feedback for the JOB BROKER curriculum in order to revise if/where needed.

Spain

- To present the project, partnership context and why the project
- To present the Job Broker report, profile and be sure everybody knew what we meant by Job Broker
- To present the analysis need tool and work with them to check whether they agreed with all needs and how would they prioritized them under each area
- To present the learning objectives for all the modules so they could understand the link between needs analysis – needs of the learning areas – learning objectives in the modules
- To present all workbooks and work with the difference exercises to get feedback from the experts
- To introduce them to the website and the Moodle platform

Italy

- Present the Job Broker project framework: aims, goals, key activities, tools and expected results
- Inform about the Working Group members' roles through Job Broker activities
- Present the key results of the IO-01 (Job Broker Transnational Research Study - Policies, Systems and Needs Analysis) highlighting the role of Job Broker in the Italian labour market and services
- Present and review the IO-02 (Development of Occupational Profile and a set of Standards for the Job Broker) “area of activities” and contents (reflection of the sustainability of the IO on Italian context)
- Present the IO-03 (Design and Development of Curriculum Programme) framework: objectives, workbooks and overall contents
- Review the 4 learning modules along with learning objectives and learning materials
- Present the JB Moodle platform
- Present and work with Need Analysis tool
- Collect any feedback from working group members through the pilot activities development
- Investigate any possibility of impact on regional VET systems (Toscana and Lazio) by Job Broker profile development

Germany

- Introduction of the Working Group members and their role in the working group

- Introduction of the Job Broker Project - Supported by the Power Point presentation gsub presented a comprehensive summary of the results of the research and of the Occupational Profile of the Job Broker in a mixed German/ English version to the members of the working group, followed by a discussion with the group members
- Introduction of the Working Group objectives and program
- Introduction the needs analysis tool and the learning action method - The members of the working group filled in the NAT or had already done it in preparation of the session
- Systematically reviewing and assessing the training programme - After setting up a learning plan, the members of the working group started to go into detail of the Modules of the Curriculum.
- Discussing the term "Job Broker" with regard to the German market

Cyprus

- To discuss the term job broker
- To test the materials produced by the project.
- To disseminate our work and the Job Broker project to key stakeholders in Cyprus
- To acquire knowledge, skills and competences as Job Brokers through the training materials developed
- To fine-tune the materials and the Greek translation
- To disseminate and test the platform

UK

- Review the learning platform for ease of use, access and navigation
- Review the learning materials as a self-directed learning tool
- Review of the 4 learning modules content and relevance to the UK Job broker context
- Collect individual feedback from a group of job brokers on how well this matches their current roles
- Hi-light any issues with the learning materials content and activities suggested
- Suggest ways that these would need to be resolved for this training to be relevant to UK job brokers

Iceland

- Introduction of Job Broker Erasmus+ Project
- Introduction of Participants and their role in the working group
- Introduction of the Pilot sessions
- Systematically reviewing the training programme both individually and as a group

- Discussing the situation in Iceland and the possibilities to use the training programme in practice
- Assessing the training programme both individually and as a group

Results of the training needs analysis and learning plan developed

Comparison between the countries

The following table presents the results of using the TNA tool in partner countries. Most emphasis was placed on the following issues:

- Who has used the TNA tool
- What were the main areas that were identified most with learning needs

Objective	AUSTRIA	GREECE	SPAIN	ITALY	GERMANY	CYPRUS	UK	ICELAND
Who has used the TNA tool	ALL	All	All participating in session 2	All	All	All	All	
Module with more learning needs	Working with employers	None is mentioned	None is mentioned	None is mentioned	None is mentioned	None is mentioned	None is mentioned	
What was reviewed	All modules	All modules	All modules	All modules	All modules	All modules	All modules	
General Comments on the tool	Overall a very well developed curriculum	Very useful tool	Everything considered as needed. They all agreed that there were some which could be renamed under one only	All the participants agreed on their description on sometimes pointing out that some needs could be included /reported through		It is a useful tool Participants like the fact that it is a self assessment one They recommended that the tool provides a clear		

Objective	AUSTRIA	GREECE	SPAIN	ITALY	GERMANY	CYPRUS	UK	ICELAND
			<p>need.</p> <p>There was a big debate on up to which point a Job Broker should do advice or not.</p>	<p>one only need.</p> <p>Participants also highlighted that as self-assessment/evaluation tool it works well but they found difficult that all the contents can be used for a JB profile description.</p>		<p>learning path (i.e. indicating the codes of activities the learner should focus on</p>		

Results of the Training Needs Analysis and the learning plans - as stated by the partners in the national pilot reports

Austria

All members of the pilot/working group were asked to use the training needs analysis to examine whether it is useful to determine the personal training needs and to develop a personal learning plan. Here, the module “working with employers” was identified as the area with the most training needs. However, all the participants looked at the whole curriculum programme because they were interested in all parts. This was very much welcomed by us because in that way we could use the expert knowledge of the pilot members to receive as much as possible feedback for the further improvement of the curriculum.

Greece

After completing the training needs analysis the participants along with the lead Job Broker decided that all the modules will be used as training material during the pilot sessions.

Since the group was compiled by employment consultants their level was already good, however they had to develop their skills in all the areas but especially in cooperation and effective communication. That is why the pilot trainings were focused on group activities throughout the curriculum.

The group expressed that the training needs analysis is a very useful tool, and after the presentation of the Occupation profile and the training needs analysis they had a clearer image of what they need to develop in order to be more effective at their job .All the participants made an effort to contribute as much as possible and their various experiences were an added value for the action learning process.

The participants made very clear that they understand that the cooperation among them is very important, especially when it comes to the cooperation between private and public organisations, thus this pilot training was a very good chance for them to meet and work together, and as it was stretched this was a very good outcome itself.

Furthermore the participants learned about the JOB Broker project, how the JOB BROKER profile may vary from country to country and that is very important to have a common reference.

Spain

Who reviewed what:

- All people participating in session 1 reviewed the study report
- All people participating in sessions 1 and 2 reviewed and checked the training need analysis and profile
- All people participating in session 2 and 3 reviewed the workbooks
- All people participating in session 3 were introduced to the web and platform

Results:

- For the report: they agreed with needs detected in the national report in Spain
- For the profile: they agreed that in Graph 1 - The Job Broker Universe – Services Development there was one group of stakeholders missed (even though it was included strongly in the curriculum but in their opinion it should have a workbook on its own as networking) which was other Job Brokers which are also part of their universe, they should exchange services and without them the universe is not complete
- For the training need analysis tool: they didn't find anything which could be considered as not needed. They tried to prioritize the needs from 1 to 6 (giving 1 to the most relevant one under each area in their opinion) but couldn't agree among them in the prioritizing. They all agreed that there were some which could be renamed under one only need. There was a big debate on up to which point a Job Broker should do advice or not.

- For the learning objectives: they valued them positively, especially those from working with employers which in their opinion is a gap still to cover here in Spain. There were some which they considered there was no need since it should be clear for someone working as Job Broker (those related to professionalism mainly)
- For the curriculum: they all liked the different workbooks and comments agreed among all participants were:
 - Working on partnership with other Job Brokers in the territory should be a workbook in itself
 - They had doubts about how there were exercises to be done in group with other people if the workbooks were for self-learning
 - Most complementary materials were available only in English and they don't manage the language well enough to understand the materials or to communicate in that language
 - They thought that one of the main problems with Job Brokers is not only the training needs but also that there is not a common methodology for all of them to work with
- For the platform: as everything was available only in English they decided to wait until documents uploaded were also in Spanish before entering the platform (they had the Spanish version of materials received by mail).

Italy

We worked through different working group sessions in different places: Florence and Pistoia (Tuscany Region) and Rome (Lazio Region). We have arranged three pilot sessions in each place (totally 9 sessions). Some of our working group members have previously supported the IO-01 development through interviews/questionnaires (primary research). Our pilot sessions have been participated by working group members and external stakeholders, mainly VET professionals; Social Partners/Trade Union representatives/members (workers and business/companies).

During the pilot sessions, all the members have reviewed the IO-01 findings; IO-02 contents and IO-03 modules and workbooks contents along with the training needs analysis tool fulfilled to determine the individual training needs and to develop a personal learning plan. Concerning the training needs analysed all the participants agreed on their description sometimes pointing out that some needs could be included/reported through one only need. Participants also highlighted that as self-assessment/evaluation tool it works well but they found difficult that all the contents can be used for a JB profile description.

Participants have been also introduced to the web platform. We note that after evaluating the training needs analysis tool all the curriculum modules and contents have been reviewed through the nine sessions but with some differences. Given the differing range of job roles and levels of knowledge and experience within the working groups during the sessions in Florence we have mainly reviewed the Module 3 (Workbook4) “WORKING WITH JOB-SEEKERS” – in fact in Florence we have been working with experts and members of trade union/social partners representing workers/job seekers. In Pistoia, we have mainly reviewed the Module 2 (Workbook3) “WORKING EFFECTIVELY WITH EMPLOYERS” - in fact, in Pistoia we have been working with experts and members of trade union/social partners representing business/companies. In Rome we have been working transversally through the learning programme as our members/participants working in different sector (PES; Private sector; VET).

Germany

After evaluating the training needs analysis tool, we decided together that we all would systematically work through all the modules.

Cyprus

A TNA was undertaken by all members of all sessions. However this was only done to test the tool as at the end all workbooks were piloted. Nevertheless, each pilot session group focused on different materials, depending on the job brokering duties of the participants in each session at their respective workplaces. There was no common learning need identified probably due to the fact that job brokers in the pilot were very experienced. Gaps identified were very small.

We might say that this is a different form of TNA, as the workbooks to be piloted were chosen depending on the needs of each group. For example, the second group consisted mainly of VET educators in the public sector (7 out of 11 total participants), who mainly needed to organise their job brokering tasks and hence they piloted workbooks 4 and 5. Each group was approached with the same method.

As far as the tool is concerned, people participating in the pilot agreed that:

- It is a useful tool
- They like the fact that it is a self assessment one
- They recommended that the tool provides a clear learning path (ie indicating the codes of activities the learner should focus on

UK

All modules of the pilot were tested by the group, a selection members reviewed module 2, all members of the working group reviewed modules 1, 3 and 4.

A decision was taken not to tailor the session to the TNAs but to review as much of the material as possible given the differing range of job roles and levels of knowledge and experience within the working group.

Iceland

There is a need in Iceland for a formal training programme for job brokers. The programme developed by the Job Broker Erasmus+ project is a good one and can be used in Iceland as a basic curriculum when organizing and developing it further here in cooperation with the University of Iceland or in cooperation with the University of Reykjavík. The only Module that would need a change and adapt particularly in Iceland is Module 1, Current EU labour market context and employment opportunities. The other 3 Modules do not need any changes at all and can be used as they are with an Icelandic translation. The plan is to introduce the Job Broker curriculum programme to representatives in these two Universities mentioned in the fall, hoping for interest on their side to develop it in their system for the school year of 2018 – 2019. We plan to teach the 4 different modules separately so that those job brokers with much experience in the field can skip the Modules that they already know by heart, but for those who are new in the field, they would be obliged to take all four Modules in the course.

In the meanwhile we plan to run a course, using Modules 2, 3 and 4 next fall within VMST in the whole country with participants from all service centres both for traditional job brokers and for specified job brokers in the field of disability.

Strong points identified in the materials

Comparison between the countries

The following table presents the results of the pilots regarding the strong points of the materials. Overall comments as well as specific comments are presented.

Objective	AUSTRIA	GREECE	SPAIN	ITALY	GERMANY	CYPRUS	UK	ICELAND
Overall comments	<p>Overall quite positive.</p> <p>Very practical and well thought out</p> <p>Tasks of a job broker were well described</p> <p>Learning activities designed accordingly.</p> <p>The description of work activities, the role of the job broker, related</p>	<p>Material fully depicts the skills and competences of the JOB BROKER's Occupational profile.</p> <p>Curriculum very well constructed which made it easy to the reviewer to understand the content.</p> <p>The links that were used throughout the</p>	<p>Link between national reports and profile,</p> <p>The profile making reference to all countries involved because they said that way they could understand why some things which might not be relevant for the Spanish context were in a European one</p>	<p>Transnational Research Study - Policies, Systems and Needs Analysis"</p> <p>Development of Occupational Profile and a set of Standards for the Job Broker" - the description of the contents across different "area of</p>	<p>Holistic process with the empowerment approach.</p> <p>The term "Job Broker" was seen positively for using in Germany. This term is new and unspent on the German employment market.</p>	<p>Preference for workbooks that provided hands-on knowledge and skills that they can use right away in their workplace.</p> <p>The fact that materials were action based and some of them remarked that this allowed them to acquire a big amount of knowledge and skills, concerning the</p>	<p>Learning Platform – participants on the whole found the platform easy to access and navigate, this important as people have differing levels of IT</p>	

Objective	AUSTRIA	GREECE	SPAIN	ITALY	GERMANY	CYPRUS	UK	ICELAND
	<p>conflicts and the related necessary competencies seem to be appropriate in the opinion of the working group.</p>	<p>curriculum were very useful along with the references and gave the chance to the participants to search for further information, self learning method is very useful as you may schedule the learning activities according to your availability.</p> <p>The action learning is very effective as you get to reflect on everyday situations</p> <p>The theoretical narrative is very well and</p>	<p>Module of self-learning specifically for employers since it seems that work should be strength in Spain</p> <p>The curriculum took into account networking with other Job Brokers (but thought it should be highlighted with a module of its own)</p> <p>Website available in all languages</p>	<p>activities” is very wide, even too wide (especially for Italian VET context).</p> <p>Positive feedback on the design and Development of Curriculum Programme” -</p> <p>The objective and tasks of a job broker were well described and learning activities have been designed accordingly.</p> <p>Description of work activities,</p>		<p>available time.</p> <p>The exercises were to the point and helpful.</p> <p>Participants liked the term job broker.</p>		

Objective	AUSTRIA	GREECE	SPAIN	ITALY	GERMANY	CYPRUS	UK	ICELAND
		<p>complementary to the activities</p> <p>At the beginning of the pilot some participants were confused as why to have group activities since this is a self learning material.</p> <p>At the end everybody stated how important it is to cooperate and agreed that the group activities are very important,</p> <p>The mix of the activities is very useful and especially the case studies</p>		<p>the role of the job broker, the related attitudes and the related necessary abilities generally adequate and appropriate.</p> <p>Moodle platform easy to access and navigate.</p> <p>However, the documents are in English and some participants needed assistant to read through</p>				

Objective	AUSTRIA	GREECE	SPAIN	ITALY	GERMANY	CYPRUS	UK	ICELAND
				the contents.				
Workbook 1 Introduction to the job broker curriculum	The tool “Training Needs Analysis” is very sophisticated and allows a kind of self-assessment and motivates to focused learning.	The TNA tool makes it easy to understand your training needs and skills’ level	They liked the training needs analysis tool to work with	Well described. Clear in order to explain objectives, tasks and activities to develop over the different modules. Learning objectives valued positively (especially “working with employers” and related to “follow-up services”.) Learning objectives	No specific comments provided	The results and found the research very helpful. Concerning the platform, the participants found it simple to use and interesting. TNA tool highly evaluated		We need to adapt Module one to the Icelandic reality (labour market and legislation) with a clear connection to the European labour market and legislation. Modules 2, 3 and 4 can be used as they are as soon as they have been translated into Icelandic.

Objective	AUSTRIA	GREECE	SPAIN	ITALY	GERMANY	CYPRUS	UK	ICELAND
				<p>correctly reported through “learning modules”</p> <p>TNA tool is a very useful and new tool, particularly for a self-assessment development, considering that in Italy we are not so used to have it in the work/job context.</p> <p>“Self-directed learning” a new method</p>				

Objective	AUSTRIA	GREECE	SPAIN	ITALY	GERMANY	CYPRUS	UK	ICELAND
<p>Workbook 2</p> <p>MODULE 1</p> <p>Current EU Labour Market Context and Employment Opportunities</p>	<p>Individual activities well-chosen and comprehensively described.</p> <p>Very interesting how different the national descriptions are.</p>	<p>No specific strengths mentioned</p>	<p>No specific strengths mentioned</p>	<p>Highly relevant to job broker work.</p> <p>Well written</p> <p>Gave support through activities to understand the role of the Job Broker; to look in more detail at the implications of understanding areas such as public funding and labour market sources of information,</p> <p>Activity, 1.4.2/1.4.3</p>	<p>No specific comments provided</p>	<p>Activity 1.3.2, as it brought about a very interesting brainstorming session, with participants debating on what is expected by a job broker from each stakeholder.</p>	<p>Highly relevant to their work, well written and flowed well and most importantly related well to their area of work and role as Job brokers.</p> <p>Well thought out and concise, thought provoking and easy to understand.</p> <p>Made the working group realise how important it is to</p>	

Objective	AUSTRIA	GREECE	SPAIN	ITALY	GERMANY	CYPRUS	UK	ICELAND
				participants discussed and exchanged information and comments about the “payment by results” system, which is also affecting the VET services provision.			be constantly updating your knowledge	
Workbook 3 MODULE 2 - WORKING EFFECTIVELY WITH EMPLOYERS	Overall this workbook was considered very well elaborated.	No specific strengths mentioned	Highly relevant since it is a work that has to be reinforce in Spain and they liked the exercises	Highly relevant and quite new to the job broker area of work, as in Italy the JB/guidance/counselling services in the labour market are	No specific comments provided	Activity 2.5.2 and activity 2.6.1 considered very good due to their problem solving nature. Short but constructive activities.	Highly relevant to the job broker area of work, good range of activities. Activity 2.7.1 is good exercise makes you really	

Objective	AUSTRIA	GREECE	SPAIN	ITALY	GERMANY	CYPRUS	UK	ICELAND
				<p>much more oriented to job seekers than employers.</p> <p>Learning objectives clear -</p> <p>Activity 2.4.1/2.4.2.</p> <p>Besides, the activity 2.7.1 has been considered a good exercise as it made participants reflect about which strategies, behaviours and abilities the Job Broker can build collaborating</p>			<p>think about the role and how it impacts on other aspects of delivery and relationships.</p> <p>Perhaps slightly too long, too many criteria.</p>	

Objective	AUSTRIA	GREECE	SPAIN	ITALY	GERMANY	CYPRUS	UK	ICELAND
				principles for success (with employers and job seekers).				
Workbook 4 MODULE 3 – WORKING WITH JOB- SEEKERS	A comprehensive guide for the work with job seekers. A very good explanation of the term “empowerment. Describing the job broker as “carer” was perceived as a striking metaphor. Participants	No specific strengths mentioned	No specific strengths mentioned	Good and well described guide for working with job seekers. a very good explanation of the “empowerment” method to reinforce and test through activity 3.3.2 that they considered as a very realistic case study	No specific comments provided	The most important workbook Activity 3.3.2 was considered as one of the best in the whole study – ask participants to think and very constructive feedback. Moreover, the role-play activity 3.4.2 and activity 3.4.3	- Very relevant content but the terminology/vocabulary needs revising. Excellent activity around identifying the needs of the employer job seeker and job broker – very thought provoking... WG liked the idea of some	

Objective	AUSTRIA	GREECE	SPAIN	ITALY	GERMANY	CYPRUS	UK	ICELAND
	<p>especially liked the chosen case study. They found it to be a very good and realistic case study. It was considered a good idea to assess the different methods in activity 3.5.1 with the help of a SWOT-analysis. Specifically, well perceived was activity 3.5.2, because of the well-chosen</p>			<p>example. Participants reflected that in order to develop the activities reported in the workbook it is necessary to get a bachelor degree/first level academic diploma at least. Importance of the “career and occupational assessment” approach through activity 3.5.1. They observed that a correct use of</p>		<p>which are interconnected were found useful</p>	<p>theory e.g. Carl Rogers being used and how this was related to their work</p>	

Objective	AUSTRIA	GREECE	SPAIN	ITALY	GERMANY	CYPRUS	UK	ICELAND
	example sentences.			this method is related to the effectiveness of the “payment by results” approach.				
Workbook 5 MODULE 4 – EFFECTIVE CASE MANAGEMENT	Module of very high quality: “brilliantly practical, very good case study!” Activity 4.6.1. was regarded to be very good designed from a didactical point of view, offering a good guide for the documentation	No specific strengths mentioned	No specific strengths mentioned	Useful and sometimes little complex to understand. In general, in Italy professionals working with public resources are not so used to adopt “effective case management” approach. Some LOs could	No specific comments provided	their most liked workbook Stresses the need for personalised service to job seekers and employers alike, as each has her/his own needs. Activities 4.4.1 and 4.6.1 were considered as very successful	The terminology used in the criteria was much more appropriate than other modules e.g. Describe, demonstrate, identify and evaluate, much more in line with what would be expected in this type of learning	

Objective	AUSTRIA	GREECE	SPAIN	ITALY	GERMANY	CYPRUS	UK	ICELAND
	of the most important information of a case.			<p>be hardly tested and implemented within Italian job brokerage organisations working with public funding.</p> <p>Activities (i.e. 4.4.1; 4.4.2), participants have been helped to reflect that it is fundamental that JB organisational structures and plans have to consider that they have three</p>		<p>ones by the participants as in the first they gained access to a simple tool they can use right away and in the latter they were able to understand how they can develop a database with entries according to their own needs.</p>	<p>and assessment model. Module relates well to the Job broker role and daily tasks and activities. the activities and criteria were relevant to their roles, for both experienced and less experienced staff. Activity 4.4.1 good exercise and very relevant but some felt that this would need</p>	

Objective	AUSTRIA	GREECE	SPAIN	ITALY	GERMANY	CYPRUS	UK	ICELAND
				groups of clients to work daily with as job broker			to be explained to less experienced or those who did not know about prioritising The job broker roles in the UK are so varied that no learning resource/criteria will be a 100% match to the occupational role.	

Table 3:Overall strengths and strengths of workbooks

The strengths of the training materials as stated by the partners in the national pilot reports

Austria

Overall the feedback to the curriculum was quite positive. It was considered a very practical and well thought out curriculum. The tasks of a job broker were well described and learning activities have been designed accordingly. The description of work activities, the role of the job broker, related conflicts and the related necessary competencies seem to be appropriate in the opinion of the working group.

Feedback for individual Workbooks:

Workbook 1 / Training needs analysis:

The tool “Training Needs Analysis” was described as very sophisticated by the working group. It allows a kind of self-assessment and motivates to learn focused.

Workbook 2:

Participants found the individual activities well-chosen and comprehensively described. Also, participants found it very interesting how different the national descriptions are.

Workbook 3:

Overall this workbook was considered very well elaborated.

Workbook 4:

This workbook represents a comprehensive guide for the work with job seekers. Specifically, it gives a very good explanation of the term “empowerment”. Also describing the job broker as “carer” was perceived as a striking metaphor.

Participants especially liked the chosen case study. They found it to be a very good and realistic case study. It was considered a good idea to assess the different methods in activity 3.5.1 with the help of a SWOT-analysis. Specifically, well perceived was activity 3.5.2, because of the well-chosen example sentences.

Workbook 5:

Participants perceived this module to be of very high quality: “brilliantly practical, very good case study!”

Activity 4.6.1. was regarded to be very good designed from a didactical point of view, offering a good guide for the documentation of the most important information of a case.

Greece

- The fact that the material was developed after the research and that its development fully depicts the skills and competences of the JOB BROKER’s Occupational profile.

- The fact the materials were developed by partners from different countries contributed a lot to the image the JOB BROKERS have about their profession
- The Curriculum was very well constructed which made it easy to the reviewer to understand the content
- The links that were used throughout the curriculum were very useful along with the references and gave the chance to the participants to search for further information
- The TNA tool makes it easy to understand your training needs and skills' level
- The self learning method is very useful as you may schedule the learning activities according to your availability.
- The action learning is very effective as you get to reflect on everyday situations
- The theoretical narrative is very well and complementary to the activities
- At the begging of the pilot some participants were confused as why to have group activities since this is a self learning material. However when it was stretched, by all the participants, how important it is to cooperate everybody agreed that the group activities are very important
- The mix of the activities is very useful and especially the case studies

Spain

- They liked the link between national reports and profile
- They liked the profile making reference to all countries involved because they said that way they could understand why some things which might not be relevant for the Spanish context were in a European one
- They liked one module of self-learning specifically for employers since it seems that work should be strength in Spain
- They liked that the curriculum had in account networking with other Job Brokers but thought it should be highlighted with a module of its own
- They liked the training needs analysis tool to work with
- They liked the website being available in all languages

Italy

1. "IO-01 Job Broker Transnational Research Study - Policies, Systems and Needs Analysis" – The research has been considered a very positive document. The strategy to develop the study through "Individual Partner Country Research" has been highly appreciated as it gave participants an overall comparative view of different labour markets' trends and challenges across EU over the last years, along with different ways/approaches on how JB works and Job Brokering services are provided.

2. "IO-02 Development of Occupational Profile and a set of Standards for the Job Broker" – Working group members observed that the description of the contents across different "area of activities" is very wide, even too wide (especially for Italian VET context). Particularly they pointed out that for the Italian context (VET system) the name of the "area of activities" included in the profile should have been reported with the name of the "learning modules" included in the Curriculum and reflect in the "Graph 1 - The Job Broker Universe – Services Development". In Italy, the strategy/approach for the description of a job/professional profile or for the development of a "qualification" usually adopts relationships/connection between "area of activity" and "working process" and not to "transversal skills area". The skills/knowledge and competences related to "working with employers" and to "follow up activities/services" were very appreciated as in Italy we are facing a lack of these abilities in the job brokering activities.
3. "IO-03 Design and Development of Curriculum Programme" - The overall feedbacks achieved across the pilot sessions about the Curriculum were positive. It was considered a very practical and new/innovative tool for the Italian context. The objective and tasks of a job broker were well described and learning activities have been designed accordingly. In accordance with the opinion of the working group members, we observed that description of work activities, the role of the job broker, the related attitudes and the related necessary abilities seem to be generally adequate and appropriate. Particularly:
 - Workbook 1 / Training needs analysis – It has been well described. It is clear in order to explain objectives, tasks and activities to develop over the different modules. Concerning the learning objectives across the modules, they valued them positively, especially those from "working with employers" and related to "follow-up services" (as explained above). The learning objectives were correctly reported through "learning modules" which show clear "working processes" connected with the Job Broker roles and activities. The training needs analysis has been considered a very useful and new tool, particularly for a self-assessment development, considering that in Italy we are not so used to have it in the work/job context (usually big companies adopt it). Besides, "self-directed learning" has been considered a new method as well, particularly for this sector where participants observed that more structured/formal

learning approaches are usually delivered, but it was fine for piloting sessions. More difficult (but not impossible) to be repeated in official VET courses.

- Workbook 2 - All working group members agreed that this Module was highly relevant to their work. It was well written and gave support through activities to understand the role of the Job Broker; to look in more detail at the implications of understanding areas such as public funding and labour market sources of information, so that participants were informed about the wider context in relation to JB's work with job-seekers and employers and it gave them the possibility to reflect on the "area of activity/work" related to Job Broker profession. Through activity, 1.4.2/1.4.3 participants discussed and exchanged information and comments about the "payment by results" system, which is also affecting the VET services provision (funded by ESF) in Italy (actually, It is more used in Lazio Region than in Tuscany Region).
- Workbook 3—This module has been considered (particularly by participants from Pistoia) as highly relevant and quite new to the job broker area of work, as in Italy the JB/guidance/counselling services in the labour market are much more oriented to job seekers than employers. The learning objectives were considered clear - for i.e. the LO: "Demonstrating the ability to deliver, monitor and evaluate customer satisfaction as a means of continuous customer service quality improvement" has been evaluated as very important because it is related to "monitor/follow up" activities and abilities which are weak in the Italian context related to Job Brokering services. These aspects were reinforced by Activity 2.4.1/2.4.2. Besides, the activity 2.7.1 has been considered a good exercise as it made participants reflect about which strategies, behaviours and abilities the Job Broker can build collaborating principles for success (with employers and job seekers).Participants observed that in Italy this aspect is nowadays more experimented in private employment agencies' staff than in VET/Employment Agencies/Organisations which work with public funding.
- Workbook 4 - This workbook represents a good and well described guide for working with job seekers. Specifically, it gave a very good explanation of the "empowerment" method (concept quite new in Italy related to JB activities) to reinforce and test through activity 3.3.2 that they considered as a very realistic case study example. Participants (particularly from Florence) reflected that in order to develop the activities reported in the workbook it is necessary to get a bachelor degree/first level academic diploma at least. They did not look always adequate for persons with high school diploma/higher technical education diploma (4/5 EQF Level). In Italy, though the JB role is getting more targeted to 6 EQF level or higher, there are still professionals

in the sector with 4/5 EQF level. Participants pointed out the importance of the “career and occupational assessment” approach through activity 3.5.1. In Italy, it is still more typically employed by career counsellors in high schools, universities and private employment agencies but it is getting more common also within VET providers/Employment Agencies/Organisations working with public resources. They observed that a correct use of this method is related to the effectiveness of the “payment by results” approach (actually, it is now more common in Lazio Region than Tuscany Region). Sometimes the terminology used for LOs of the module should be reviewed, for i.e. participants observed that it is not necessary starting with “able to” or “know” in order to describe a skill or a knowledge.

- Workbook 5– It has been evaluated as useful and sometimes little complex to understand. In general, in Italy for i.e. JB/job counselling/career guidance roles and activities, professionals working with public resources are not so used to adopt “effective case management” approach. Participants felt this process to adopt for their own role as more appropriate and targeted to a “manager profile”, especially within a private (big) company, than to “employee’s one” as job broker could be. They observed that some LOs (for i.e. “Demonstrate effective case management by responding to the needs of service users and providing effective follow-up”; “Explain the main principles of time management in relation to the role of the job broker”, “Identify suitable referral partners for signposting and progression”) could be hardly tested and implemented within Italian job brokerage organisations working with public funding. However through the activities (i.e. 4.4.1; 4.4.2), participants have been helped to reflect that it is fundamental that JB organisational structures and plans have to consider that they have three groups of clients to work daily with as job broker.
- JB Moodle Platform – participants found the platform easy to access and navigate. However, the documents are in English and some participants needed assistant to read through the contents.

Germany

The members of the Working Group expressed the respect for the previous work of partners in the Job Broker - project. They were impressed and considered it as extraordinary, that it is possible to develop an “inter-European” profile and an educational curriculum with the material for counsellors working with job seekers.

It has been estimated very positive, that the partners have decided for a holistic process with the empowerment approach.

The term "Job Broker" was seen positively for using in Germany. This term is new and unspent on the German employment market.

Cyprus

First, an overview is provided and then, each workbook is assessed separately.

OVERVIEW

In general, it seems that participants preferred workbooks that provided hands-on knowledge and skills that they can use right away in their workplace.

Also, all participants enjoyed the fact that the materials were action based and some of them remarked that this allowed them to acquire a big amount of knowledge and skills, concerning the available time. The exercises were to the point and helpful.

Workbook 1 – Introduction, Job Broker Platform, Transnational Research and Occupational Profile

The first workbook served as an introduction in all pilot sessions, along with the transnational research and the occupational profile of the job broker. More specifically, the main findings of the transnational research study were presented in all sessions, along with the new occupational profile that the project proposes. The posters of each country were presented, but we mainly focused on the research in Cyprus, as the sessions provided us with an opportunity to acquire invaluable feedback by the participants. All participants agreed with the results and found the research very helpful. Moreover, they were introduced to the training materials and the platform at the same time, and many of them registered during the workshop.

Concerning the platform, the participants found it simple to use and interesting. They were encouraged to use it after the workshop.

Workbook 2

The participants recognised the need for a job broker to have up to date knowledge of the market, both on a regional and European/International level. They thought this workbook is important as it provides a job broker with such knowledge. They particularly enjoyed activity 1.3.2, as it brought about a very interesting brainstorming session, with participants debating on what is expected by a job broker from each stakeholder. Activities 1.2.1 and 1.3.1 were more time-consuming, so participants were asked to do them as "homework" before or after the workshop. Nevertheless, as mentioned, the research and occupational profile were presented as part of the introduction to the project.

Workbook 3

Workbook 3 includes very important activities as it concerns cooperation with employers. In general, the two most interesting activities in this workbook for the participants were 2.5.2 and 2.6.1. This is an interesting outcome, as it demonstrates what was already mentioned earlier; that

participants preferred activities that were problem – based rather than ones that required reading and/or research. They emphasised the limited time they have at their disposal, hence they prefer short but constructive activities.

Workbook 4

If workbook 3 was very important, workbook 4 was perceived as the most important one by participants. Activity 3.3.2 was considered as one of the best in the whole study programme, as participants felt that it provided them with a very likely scenario and they had to think and brainstorm on how to address it. Also, they found the feedback very useful.

Moreover, the role-play activities 3.4.2 and 3.4.3 which are interconnected were found useful and they also were successful in icebreaking, so maybe they could be moved earlier in the workbook.

Workbook 5

In particular, most of the participants evaluated as their most liked workbook the 5th, which has to do with case management. This might have to do with the fact that a big part of it was developed by MMC and thus it was delivered in a better way than the rest of the workbooks in class. In the classroom, most of the participants were constantly stressing the need for personalised service to job seekers and employers alike, as each has her/his own needs.

Activities 4.4.1 and 4.6.1 were considered as very successful ones by the participants as in the first they gained access to a simple tool they can use right away and in the latter they were able to understand how they can develop a database with entries according to their own needs.

UK

- Learning Platform – participants on the whole found the platform easy to access and navigate, this important as people have differing level of IT
- Proficiency and understanding and if it was too difficult they might just give up and not access the learning materials.

Module 1- All participants agreed that this Module was highly relevant to their work, well written and flowed well and most importantly related well to their area of work and role as Job brokers.

- Well thought out and concise, thought provoking and easy to understand.
- Made the working group realise how important it is to be constantly updating your knowledge

Module 2 - highly relevant to the job broker area of work, good range of activities, 2.7.1 good exercise makes you really think about the role and how it impacts on other aspects of delivery and relationships. Perhaps slightly too long, too many criteria.

Module 3 - Very relevant content but the terminology/ vocabulary needs revising. Excellent activity around identifying the needs of the employer job seeker and job broker – very thought provoking...

- WG liked the idea of some theory e.g. Carl Rogers being used and how this was related to their work

Module 4 - The terminology used in the criteria was much more appropriate than other modules e.g. describe, demonstrate, identify and evaluate, much more in line with what would be expected in this type of learning and assessment model. In comparison to Module 3 which used terms like “Knows”, “Able to acquire job seekers”.

- Module relates well to the Job broker role and daily tasks and activities and WG felt that the activities and criteria were relevant to their roles, for both experienced and less experienced staff.
- Activity 4.4.1 good exercise and very relevant but some felt that this would need to be explained to less experienced or those who did not know about prioritising
- The job broker roles in the UK are so varied that no learning resource/criteria will be a 100% match to the occupational role.

Iceland

As mentioned before we need to adapt Module one to the Icelandic reality (labour market and legislation) with a clear connection to the European labour market and legislation. Modules 2, 3 and 4 can be used as they are as soon as they have been translated into Icelandic.

Areas for revision and review

The table below presents the issues that need improvement (as concluded from the pilot sessions). It is worth noting that in general there was more convergence within the partners as far as strengths are concerned rather than as far as areas of improvements are concerned.

	AUSTRIA	GREECE	SPAIN	ITALY	GERMANY	CYPRUS	UK	ICELAND
Overall comments	<p>Needed for a clearer definition of the target group of the curriculum and/or the necessary prior knowledge and/or professional experience</p> <p>To optimally evaluate the curriculum, it would be necessary to describe the target group(s) of the curriculum in detail.</p>	<p>There should be feedback/answers for all the activities.</p> <p>It would be good if there was a small self assessment would be added in each module in order for the JOB BROKER to be able to measure their initial level and their progress.</p> <p>More examples from the various countries of the partnership. Not only successful</p>	<p>Job Broker, is not a good name in Spanish since Broker here is associated to someone working in stock exchange and with some negative connotations</p> <p>In Graph 1 of the occupational profile- The Job Broker Universe – Services Development there was one group of stakeholders missed (even</p>	<p><u>“IO-02 Development of Occupational Profile and a set of Standards for the Job Broker”</u></p> <p>– title “area of activity” does not work for Italy and should be replaced with the name of the “learning module”.</p> <p>Transversal skills should not be</p>	<p>Detailed comments were provided on each of the activities (available in the next section for Germany)</p>	<p>Numbering of activities is confusing. Maybe it would be better to use the workbook number before the number of each activity.</p>	<p>All materials need to consider if certain learning objectives should be divided into a set of foundation modules for less experienced job brokers and a more advanced set of modules for those with substantial experience of this sector and work.</p> <p>There also</p>	<p>Module 1 will need to be adapted to the labour market situation and legislation in every country. It is of course important to have the clear connection to the European legislation and labour market and connection to EURES and ESCO for example. But first and foremost is it important that</p>

	AUSTRIA	GREECE	SPAIN	ITALY	GERMANY	CYPRUS	UK	ICELAND
	<p>It would also be helpful know if any kind of access requirements must be met by learners.</p> <p>Some areas of competencies are missing or are underrepresented in the curriculum from</p> <ul style="list-style-type: none"> Realistic assessment of competencies: Motivation Dealing with resistance and frustration <u>Handling of placement barriers</u> 	<p>but also examples of how someone unsuccessfully handled a case and how it ended up or how it could be corrected.</p> <p>The JOB BROKERS found the platform to be a very useful tool, however they didn't use it as they already had the workbooks printed and in pdf form. What they are expecting is to see a Greek version of the platform with the material translated and</p>	<p>though it was included strongly in the curriculum) which was other Job Brokers which are also part of their universe, they should exchange services and without them the universe is not complete.</p> <p>As far as the curriculum is concerned:</p> <ul style="list-style-type: none"> Working on partnership with other Job Brokers in the territory should be a workbook in itself They had doubts 	<p>included in the area of activity which should reflect/express or be related to a "working process".</p> <p>Overall observations/re marks (particularly to consider in case of official training course delivery)</p> <p>-For official training pathways, the "level of entrance" / prior knowledge and/or professional experience of the participants should be clearly</p>			<p>seemed to be some criteria that the working group felt did not really belong within the remit of the job broker that were more HR or commercial sector job broker skills and knowledge.</p> <p>The occupational profile was very broad and some felt too broad, as it overlapped with other roles within their organisations of employment adviser or key workers.</p> <p>Occupational profile was too</p>	<p>job brokers understand the labour market context and employment in the environment they are working in from day to day basis.</p>

	AUSTRIA	GREECE	SPAIN	ITALY	GERMANY	CYPRUS	UK	ICELAND
	<p><u>(identification of)</u> basic skills in detection and assessment of psychological diagnoses like personality disorders or other diseases. Also, knowledge about debt management could be useful.</p> <ul style="list-style-type: none"> • Knowledge about labour law • “professional support in application processes” 	<p>organised in Moodle form.</p> <p>It would be good if the users could open a new discussion at the forum in order to communicate for a specific subject with JOB BROKERS all over Europe.</p>	<p>about how there were exercises to be done in group with other people if the workbooks were for self-learning</p> <ul style="list-style-type: none"> • Most complementary materials were available only in English and they don't manage the language well enough to understand the materials or to 	<p>highlighted</p> <p>-Some more theoretical learning contents should foresee a mix of formal (classroom) and non-formal training methods. In case of official course, for the Italian context the “self-directed learning” approach could not be adopted as only training/learning method. For official training, some “Learning Activities” could not work through the “Moodle platform”.</p>			<p>long and should be more concise.</p> <p>Generally the activities were confusing in the self-directed learning context e.g. when you were asked to do a role play, group work etc. as you would not really be working with anyone else.</p> <p>Working group suggested that when a learner accesses a module there should be an indication of what progress they have made i.e. is it complete or</p>	

	AUSTRIA	GREECE	SPAIN	ITALY	GERMANY	CYPRUS	UK	ICELAND
	<p>An psycho-social topics like:</p> <ul style="list-style-type: none"> • Dealing with psychological crisis • The estimation of bearable job activities in case of disabilities or physiological or psychiatric diseases • Network building of different counselling centres (depts. Counselling, housing counselling, women counselling) 		<p>communicate in that language</p> <ul style="list-style-type: none"> • They thought that one of the main problems with Job Brokers is not only the training needs but also that there is not a common methodology for all of them to work with <p>As far as the platform is concerned would not participate unless it is in Spanish since none of them</p>	<p>-The overall duration of the course/programme along with the single duration of the Modules and activities should be expressed.</p> <p>Number of Activities across the Modules could be reduced (more realistic)</p>			<p>partially complete, at the moment there is no way to assess this for the learner or if this was being assessed by tutor</p> <p>All activities need to be converted to word docs that can be written on, as at present there is way for the learner to add their answers to the activities. In addition there is also no way for learners to upload any additional documents or evidence to the</p>	

	AUSTRIA	GREECE	SPAIN	ITALY	GERMANY	CYPRUS	UK	ICELAND
	<p>etc.).</p> <ul style="list-style-type: none"> Dealing with demotivation and frustration Psychohygiene and resilience for job broker 		spoke English				site.	
Workbook 1 Introduction to the job broker curriculum			Difficult to understand the tool and the link with the rest if it is not explained by someone from the project					
Workbook 2 MODULE 1 Current EU Labour Market Context and Employment Opportunities	From a didactical point of view, it could be a good idea to put activity 1.3.2 at the beginning of the chapter, because this	The examples and research should be updated as the situation in Europe is changing. Some statistics are from 2015,		The LOs <i>"Describe basic employment law rules and prerequisites that are relevant"</i>		Even though this workbook was considered useful, some participants raised the problem of time. More specifically, they	Module 1 objectives need to be written more clearly and be grammatically	

	AUSTRIA	GREECE	SPAIN	ITALY	GERMANY	CYPRUS	UK	ICELAND
	<p>kind of activity works activating, whereas the compilation of a study could work demotivating</p> <p>Looking at the target group of the curriculum this kind of activity could bear the risk to overstrain the learners, because participants may not possess the necessary competences at this point.</p> <p>There was some wondering why there is such an emphasis on “payment on results”. Instead, there was the wish for more</p>	<p>things have changed since then and will change more next year.</p> <p>Comparing the situations in various countries in Activity 1.6.1 is very nice method, however the posters are focused in different aspects in each country and some of them are not comparable.</p>		<p><i>to job-brokering”</i> is missing in the Workbook 1 (pag. 16)</p>		<p>believe that some of the activities are time consuming and it is difficult for a busy person to complete them properly.</p> <p>Activity 1.4.1 was interesting for some participants, but not for all, since many are working in co-funded projects only, so they are not able to know how to work with different funding schemes.</p>	<p>correct.</p> <p>There is no guide on word count for assignments</p> <p>The final learning objective seems to fit more with HR or commercial recruitment consultants and would be out of the remit if the average job broker.</p>	

	AUSTRIA	GREECE	SPAIN	ITALY	GERMANY	CYPRUS	UK	ICELAND
	<p>activities devoted to the topics role clarity and role conflicts.</p> <p>Future job brokers must deal intensively with occupational profiles and requirements, which the curriculum lacks completely.</p>							
<p>Workbook 3</p> <p>MODULE 2 - WORKING EFFECTIVELY WITH EMPLOYERS</p>	<p>It was questioned why in <u>activity 2.4.1</u>, there is asked for four negative points and only three positives.</p> <p>Also, it was not clear why the "STAR"-technique is considered to be the best mean</p>			<p>The LO description "<i>Demonstrating the ability to deliver, monitor and evaluate customer satisfaction as a means of continuous customer service quality improvement</i>" should be</p>		No issues raised	<p>Module 2 – activities some explanations/instructions need to be clearer e.g. 2.4.1</p> <p>Some statements not gender neutral</p>	

	AUSTRIA	GREECE	SPAIN	ITALY	GERMANY	CYPRUS	UK	ICELAND
	<p>for capturing a job description.</p> <p>An improvement could be more activities with concrete placement examples.</p>			<p>reviewed with another starting verb. In fact, the starting word “demonstrate” is not adequate for the Italian context to describe skills/abilities. It would be more adequate to have an infinitive verb explaining “an action” (i.e. plan; develop; implement, etc.)</p> <p>Activity 2.2.1. It is the same exercise than 1.2.1. Probably only one could be enough</p> <p>Activity 2.4.1. “Three” positive points and “four” negative points. The</p>			<p>Lack of consistency in terminology jobseekers, candidates, customers need to be consistent</p> <p>Links on the worksheet do not open in a new tab this would be helpful</p> <p>Would be good to get learners to have read over the profile and country research before hand as this takes some time</p>	

	AUSTRIA	GREECE	SPAIN	ITALY	GERMANY	CYPRUS	UK	ICELAND
				<p>Activity could need some more explanation to provide</p> <p>Activity 2.7.1. The list of questions should be little reduced</p>			<p>The working group in the UK felt that just having training that was online would not address all learners different learning styles and needs, to be credible for JB in the UK context they felt that there would need to be a blend of learning which should include online resources, workshops and peer learning.</p>	

	AUSTRIA	GREECE	SPAIN	ITALY	GERMANY	CYPRUS	UK	ICELAND
							<p>Activity 2.3.3 might be difficult for inexperienced job brokers to complete</p> <p>Activity 2.3.2 needs to be re-written- doesn't make sense, it should be asking how the job broker currently does this and upload some evidence or examples, as surely there is an assumption that they are currently doing</p>	

	AUSTRIA	GREECE	SPAIN	ITALY	GERMANY	CYPRUS	UK	ICELAND
							<p>this as part of their role?</p> <p>Lots of group activity and discussions that do not work in the online context</p> <p>Criteria in Module 2 and in Module 4 are duplicated how would these be cross-referenced?</p>	
<p>Workbook 4</p> <p>MODULE 3 – WORKING WITH JOB-SEEKERS</p>	<p>Activity 3.3.1</p> <p>could be structured clearer and more restricted</p>	<p>There could be more activities concerning the networking since it is a very</p>		<p>The description of LOs should be reviewed avoiding “able to” for</p>			<p>Probably this module would need to be re-written for the UK job broker</p>	

	AUSTRIA	GREECE	SPAIN	ITALY	GERMANY	CYPRUS	UK	ICELAND
	<p>a little bit. In the expanses of the internet the topic “empowerment” is very broad and most of the available contents deal with empowerment of people with disabilities. Therefore participants could easily feel overstrained. A few links or recommended literature could be helpful.</p>	<p>important activity and somewhat new to most of the participants of the pilot sessions. Some case studies and/or examples as well as maybe some tips and hints on how to have a successful orientation concerning networking. Furthermore this module could be a bit more focused on</p>		<p>skills/abilities description and “knows” for knowledge description Some LOs for i.e. “Able to communicate effectively and to resolve conflicts (Active listening, inspiring conversation)”; “Able to self-reflect his/her work”; “Able to encourage and stabilise the client” have been felt as</p>			<p>role; the vocabulary, terminology were confusing and talked about counsellor and career which actually relate to two very different occupational areas in the UK and would have negative connotations when dealing with job seekers. The content, although very relevant, was somewhat</p>	

	AUSTRIA	GREECE	SPAIN	ITALY	GERMANY	CYPRUS	UK	ICELAND
	<p>Activity 3.4.1</p> <p>The same accounts for activity 3.4.1.</p>	<p>how to psychologically support demotivated and frustrated potential employees and what are the paths that should be followed in order to help them.</p>		<p>“transversal” and not specifically related to this Module. In case, they need to be reviewed with the target group specification.</p> <p>Activity 3.3.1.</p> <p>Some specific links/references on the matter (empowerment) could be useful to highlight</p> <p>Activity 3.4.1.</p> <p>Some specific links/references on the matter (Conversational</p>			<p>negative when speaking about job seekers .e.g. “People who have particularly difficult life- and working conditions are suffering from the injustice of their situation (low power and authority, low prosperity) and internalize this as their own inability or their own failure. Probably they don’t have a feeling to be on</p>	

	AUSTRIA	GREECE	SPAIN	ITALY	GERMANY	CYPRUS	UK	ICELAND
				<p>skills are key to a consistently successful counselling) could be useful to highlight</p> <p>A clear specification of the “level of entrance” to the course should be provided as some Activities (3.3.2.; 3.5.1.; 3.5.3; 3.5.4) can be difficult to develop for 4/5 EQF</p>			<p>the winning side of the life.”</p> <p>Also some very general assumptions made about job seekers</p> <p>Narrative and explanations did not flow well and were confusing</p> <p>looking like large pieces of text had been lifted from quite formal or clinical text, whereas others seemed much more general e.g.</p>	

	AUSTRIA	GREECE	SPAIN	ITALY	GERMANY	CYPRUS	UK	ICELAND
							<p>page 85 the narrative about empowerment compared to page 87 final paragraph!!</p> <p>Nothing mentioned in this module about after care or ongoing review process when working with job seekers</p> <p>Activity 3.5.1 SWOT analysis an assumption that everyone will know what this is.</p>	

	AUSTRIA	GREECE	SPAIN	ITALY	GERMANY	CYPRUS	UK	ICELAND
							<p>. The Annex 1 - the self-assessment for the job seeker, in module 3, needs to be removed or replaced with something less complex, more positive and less HR looking, also shouldn't you be asking the job broker what is currently used to assess their clients but should ask for an example of what is currently</p>	

	AUSTRIA	GREECE	SPAIN	ITALY	GERMANY	CYPRUS	UK	ICELAND
							used, how and when it is used and who reviews their progression?	
Workbook 5 MODULE 4 – EFFECTIVE CASE MANAGEMENT	Proposition for <u>activity 4.3.2.:</u> Maybe a good idea to expand it to specific counselling offers for specific problems (Debts, assistance for homeless people, legal advice etc.) In <u>activity 4.6.2.</u> the task was	There should be more narrative in order for them to get more prepared and understand better the concept of each unit of the module.		For the description of LOs the starting word “demonstrate” is not adequate for the Italian context to describe skills/abilities. It is more adequate to have an infinitive verb explaining “an action” (i.e.			Module 4 was supposed to be about Case management – perhaps the title is wrong? It seemed that there were 3 different things in this module which perhaps should be in smaller 3 separate modules: • Case	

	AUSTRIA	GREECE	SPAIN	ITALY	GERMANY	CYPRUS	UK	ICELAND
	<p>praised, except of the last part (purpose, policy, user involvement) because it could be overstraining for learners.</p>			<p>plan; develop; implement. etc...)</p> <p>As said above, some LOs (for i.e..</p> <p>“Demonstrate effective case management by responding to the needs of service users and providing effective follow-up”; “ Explain the main principles of time management in relation to the role of the job</p>			<p>Management</p> <ul style="list-style-type: none"> Professional Development and Progression for the Job broker Customer satisfaction, feedback and continuous improvement – this one perhaps being as previously suggested for those how are more experienced in the field, 	

	AUSTRIA	GREECE	SPAIN	ITALY	GERMANY	CYPRUS	UK	ICELAND
				<p>broker”, “Identify suitable referral partners for signposting and progression”) could be hardly tested and implemented within Italian job brokerage organisations working with public funding.</p> <p>For cultural reasons the idea/concept of “effective case management” is not so familiar and used in the</p>			<p>although getting a client to complete a feedback form might be the norm to evaluate and monitor how that contributes to CI is a task at a much higher level in most organisations and requires specialist skills and a level of authority to</p>	

	AUSTRIA	GREECE	SPAIN	ITALY	GERMANY	CYPRUS	UK	ICELAND
				<p>Italian context (job brokerage agencies/organisations working with public funding). It has been felt as a “transversal approach/content” rather than a stand-alone module. A further national adaptation of the framework/contents could be necessary</p> <p>Activity 4.6.1 and 4.6.2 might be difficult for</p>			<p>make changes based on the feedback.</p> <p>Some of the terminology service users was quite clinical</p> <p>The activities and criteria need to be re-numbered in line with how a similar learning set of modules and criteria would be set out in the UK, especially if this is looking to get</p>	

	AUSTRIA	GREECE	SPAIN	ITALY	GERMANY	CYPRUS	UK	ICELAND
				<p>inexperienced job brokers to complete (in Italy)</p> <p>An overall introduction (classroom) to the concept of “effective case management” should be provided before starting with the Module 4 activities</p>			<p>accredited, otherwise it is unlikely that it would be taken seriously by an awarding body or the learners.</p> <p>Some of criteria are ambiguous no. 4.7 do they mean policies and procedures? No. 4.6 should this be in module 3 working with job seekers or perhaps both and crossed referenced?</p> <p>Too many</p>	

	AUSTRIA	GREECE	SPAIN	ITALY	GERMANY	CYPRUS	UK	ICELAND
							<p>activities... some would not load properly, 4.5.1 not really clear what is being asked, 4.3.2 not everyone is familiar with the term VET (which is not used widely in the UK) but no explanation, some activities do not work in Self directed learning context – e.g. 4.3.4 presentation to whom?</p>	

Table 4: Overall and Workbooks Areas of improvement

Areas of improvement of the training materials as stated by the partners in the national pilot reports

Austria

Even though participants in the testing assessed the curriculum very positive, there were also some remarks for further improvement:

A clear definition of the target group of the curriculum and/or the necessary prior knowledge and/or professional experience could be helpful. To optimally evaluate the curriculum, it would be necessary to describe the target group(s) of the curriculum in detail. It would also be helpful know if any kind of access requirements must be met by learners.

For the assessment of the activities, especially from a didactical point of view, the area of non-profit employment services in Austria served as a reference point for participants. Job brokers who currently work in existing projects like “jobtransfair”, “step2job” or “step2austria” have rather diverse professional experiences and training paths. A major part of these job brokers possesses an apprenticeship degree and related professional experience (e.g. staff supply and recruitment service, chemist, tailor) in combination with a further training as career counsellor, clerk etc. Another part of job brokers has completed a university degree in an area not relevant to the activities of a job broker. Up to now the necessary training for the job of job broker is conducted on the job.

Although the partnership dealt very intensively with the question of necessary competencies of a job broker, participants of the testing identified some areas of competencies that are currently missing in the curriculum or are underrepresented from their point of view:

Realistic assessment of competencies: A high qualitative assessment of the competencies of the job seeker is the basis for a successful and tailor-made matching to employment opportunities. Therefore the issue of competence assessment should be an important aspect in the curriculum.

Motivation: Job brokers are often confronted with long-term unemployed people. For this group, the aspect of motivation of the job seeker is an important part of the job profile of a job broker. Being able to motivate other people needs knowledge about the reason for insufficient motivation, coaching techniques and a high self-motivation.

Dealing with resistance and frustration: The participation in job brokering programmes is not always on a voluntary basis. Therefore, dealing with different forms of resistance is day to day business for job brokers. It is possible that there are several setbacks occur during a job brokering process. Therefore, a sympathetic and positive handling with frustration in terms of a strengthening of the client’s resilience should be part of the job description.

Professional handling of placement barriers: Especially in projects like “step2job”, where participants are receivers of basic welfare benefits, job brokers are often confronted with clients with multiple placement barriers. That’s why it could be recommended that a job broker is equipped at least with basic skills in detection and assessment of psychological diagnoses like

personality disorders or other diseases. Also, knowledge about debt management could be useful. On the other hand, job brokers often work together with social workers when working with this type of clients.

Knowledge about labour law: To manage tasks in an ethically correct manner basic knowledge of country specific labour law is very helpful.

It was regarded specifically important to add an intensive dealing with occupational profiles and respective requirements as well as competence assessment to the curriculum. Also, the topic “professional support in application processes” could be added to the curriculum as well as basic information about labour law.

Enrichment could also be to add more psycho-social topics like:

- Dealing with psychological crisis
- The estimation of bearable job activities in case of disabilities or physiological or psychiatric diseases
- Network building of different counselling centres (depts. counselling, housing counselling, women counselling etc.).
- Dealing with demotivation and frustration
- Psycho hygiene and resilience for job broker

Specific feedback for improvement of the different workbooks:

Workbook 2:

From a didactical point of view, it could be a good idea to put activity 1.3.2 at the beginning of the chapter, because this kind of activity works activating, whereas the compilation of a study could work demotivating. Looking at the target group of the curriculum this kind of activity could bear the risk to overstrain the learners, because participants may not possess the necessary competences at this point.

There was some wondering why there is such an emphasis on “payment on results”. Instead, there was the wish for more activities devoted to the topics role clarity and role conflicts. In addition, the feedback was that future job brokers must deal intensively with occupational profiles and requirements, which the curriculum lacks completely.

Workbook 3:

It was questioned why in activity 2.4.1. there is asked for four negative points and only three positives.

Also, it was not clear why the “STAR”-technique is considered to be the best mean for capturing a job description.

An improvement could be more activities with concrete placement examples.

Workbook 4:

Activity 3.3.1 could be structured clearer and more restricted a little bit. In the expanses of the internet the topic “empowerment” is very broad and most of the available contents deal with empowerment of people with disabilities. Therefore participants could easily feel overstrained. A few links or recommended literature could be helpful. The same accounts for activity 3.4.1.

Workbook 5:

Proposition for activity 4.3.2.: Maybe a good idea to expand it to specific counselling offers for specific problems (Debts, assistance for homeless people, legal advice etc.)

In activity 4.6.2. the task was praised, except of the last part (purpose, policy, user involvement) because it could be overstraining for learners.

Greece

Since it is a self learning material and sometimes it is hard to understand if the answer to the activity was successful there should be feedback/answers for all the activities.

IO4: Pilot/Testing of the curriculum programme with Job Brokers/Pilot Report

- It would be good if a small self assessment would be added in each module in order for the JOB BROKER to be able to measure their initial level and their progress.
- There could be more examples from the various countries of the partnership. Not only successful but also examples of how someone unsuccessfully handled a case and how it ended up or how it could be corrected.

Module 1:

The examples and research should be updated as the situation in Europe is changing. Some statistics are from 2015, things have changed since then and will change more next year.

Comparing the situations in various countries in Activity 1.6.1 is very nice method, however the posters are focused in different aspects in each country and some of them are not comparable.

Module 3:

There could be more activities concerning the networking since it is a very important activity and somewhat new to most of the participants of the pilot sessions. Some case studies and/or examples as well as maybe some tips and hints on how to have a successful orientation concerning networking.

Furthermore this module could be a bit more focused on how to psychologically support demotivated and frustrated potential employees and what are the paths that should be followed in order to help them.

Module 4:

The activities presented in Module 4 were very well picked and according to the subject. However the participants argued that there should be more narrative in order for them to get more prepared and understand better the concept of each unit of the module.

Concerning Moodle Platform:

IO4: : Pilot/Testing of the curriculum programme with Job Brokers/Pilot Report

The JOB BROKERS found the platform to be a very useful tool, however they didn't use it as they already had the workbooks printed and in pdf form. What they are expecting is to see a Greek version of the platform with the material translated and organised in Moodle form.

It would be good if the users could open a new discussion at the forum in order to communicate for a specific subject with JOB BROKERS all over Europe.

Spain

- For the name: Job Broker, it is not a good name in Spanish since Broker here is associated to someone working in stock exchange and with some negative connotations
- For the profile: they agreed that in Graph 1 - The Job Broker Universe – Services Development there was one group of stakeholders missed (even though it was included strongly in the curriculum) which was other Job Brokers which are also part of their universe, they should exchange services and without them the universe is not complete.
- For the curriculum:
 - a. Working on partnership with other Job Brokers in the territory should be a workbook in itself
 - b. They had doubts about how there were exercises to be done in group with other people if the workbooks were for self-learning
 - c. Most complementary materials were available only in English and they don't manage the language well enough to understand the materials or to communicate in that language
 - d. They thought that one of the main problems with Job Brokers is not only the training needs but also that there is not a common methodology for all of them to work with
- For the platform: they would not participate unless it is in Spanish since none of them spoke English

Italy

- “IO-02 Development of Occupational Profile and a set of Standards for the Job Broker” – It has been highlighted that for the Italian context the name of the “area of activity” of the profile should be reviewed with the name of the “learning module”. This will also affect the description of the s/k/c across each “area” but it is not used in Italy for a job profile/qualification description/development having “transversal skills” as “area of activity”. “Area of activity” for the Italian context (legal framework for VET) has to reflect/express or be related to a “working process”. In this way, in case of transferring some contents to Regional Authority (with VET regulatory capabilities) by the end of the project we can extract and adapt the contents (LOs) from the Modules of the Curriculum.
- “Module 1 - Current EU labour market context and employment opportunities”
 - The LOs “Describe basic employment law rules and prerequisites that are relevant to job-brokering” is missing in the Workbook 1 (page. 16)
- “Module 2 - Working effectively with employers”
 - The LO description “Demonstrating the ability to deliver, monitor and evaluate customer satisfaction as a means of continuous customer service quality improvement” should be reviewed with another starting verb. In fact, the starting word “demonstrate” is not adequate for the Italian context to describe skills/abilities. It would be more adequate to have an infinitive verb explaining “an action” (i.e. plan; develop; implement. etc...)
 - Activity 2.2.1. It is the same exercise than 1.2.1. Probably only one could be enough
 - Activity 2.4.1. “Three” positive points and “four” negative points. The Activity could need some more explanation to provide
 - Activity 2.7.1. The list of questions should be little reduced
- Module 3 - Working with job-seekers
 - The description of LOs should be reviewed avoiding “able to” for skills/abilities description and “knows” for knowledge description
 - Some LOs for i.e. “Able to communicate effectively and to resolve conflicts (Active listening, inspiring conversation)”; “Able to self-reflect his/her work”; “Able to encourage

and stabilise the client” have been felt as “transversal” and not specifically related to this Module. In case, they need to be reviewed with the target group specification.

- Activity 3.3.1. Some specific links/references on the matter (empowerment) could be useful to highlight
- Activity 3.4.1. Some specific links/references on the matter (Conversational skills are key to a consistently successful counselling) could be useful to highlight
- A clear specification of the “level of entrance” to the course should be provided as some Activities (3.3.2.; 3.5.1.; 3.5.3; 3.5.4) can be difficult to develop for 4/5 EQF
- Module 4 - Effective Case Management
 - For the description of LOs the starting word “demonstrate” is not adequate for the Italian context to describe skills/abilities. It is more adequate to have an infinitive verb explaining “an action” (i.e. plan; develop; implement. etc...)
 - As said above, some LOs (for i.e.. “Demonstrate effective case management by responding to the needs of service users and providing effective follow-up”; “ Explain the main principles of time management in relation to the role of the job broker”, “Identify suitable referral partners for signposting and progression”) could be hardly tested and implemented within Italian job brokerage organisations working with public funding.
 - For cultural reasons the idea/concept of “effective case management” is not so familiar and used in the Italian context (job brokerage agencies/organisations working with public funding). It has been felt as a “transversal approach/content” rather than a stand-alone module. A further national adaptation of the framework/contents could be necessary
 - Activity 4.6.1 and 4.6.2 might be difficult for inexperienced job brokers to complete (in Italy)
- Overall observations/remarks (particularly to consider in case of official training course delivery)
 - For official training pathways, the “level of entrance” / prior knowledge and/or professional experience of the participants should be clearly highlighted
 - Some more theoretical learning contents should foresee a mix of formal (classroom) and non-formal training methods. In case of official course, for the Italian context the “self-directed learning” approach could not be adopted as only training/learning method. For official training, some “Learning Activities” could not work through the “Moodle platform”.

- The overall duration of the course/programme along with the single duration of the Modules and activities should be expressed.
- An overall introduction (classroom) to the concept of “effective case management” should be provided before starting with the Module 4 activities
- Number of Activities across the Modules could be reduced (more realistic)

Germany

The group proposes the following amendments of Workbook 2 (Module 1) “Current EU Labour Market Context and Employment Opportunities”:

Learning Objectives (1.2)

Formal mistake: Obviously, there are seven learning objectives, the first one is missing the bullet point, therefore – on the first glance – you could not identify it as an objective (“Understand the interface between the employer, job seeker and public funder in job brokering”).

In the table “LEARNING OBJECTIVES/ ACTIIVITY”, almost at the end of Module 1, only six learning objectives are listed instead of seven. We recommend assigning numbers to the single objectives (No 1 – 7) in the Chapter 1.2 as well as in the above-mentioned table.

Apart from that, the working group members understood and accepted the learning objectives of Module 1.

ACTIVITY 1.2.1

Amendment under “Analysis”/ Proposal:

“On the basis of the chapter of your own country make research of national, regional and local instruments of the labour market policies in your region”.

Rationale: It is important, that the Job Broker first knows the instruments available in the given region in which he or she is working.

Formal mistake in the Activity table (at the end of Module 1):

Activity 1 and Activity 10 are both named “research”. In addition, “group discussion” is doubled in the table (7 and 11). No. 11 should be renamed into “Feed-back”. Therefore, the crosses are partly wrong placed.

ACTIVITY 1.3.1 (Example)

The questions at the end of the example are not clear enough. Working group members propose to replace them by the following questions (completing the “Example”):

- “Do you think the Job Broker profile covers the three `constituencies´ in the right manner?”
- Are this three `constituencies´ relevant for your role as Job Broker?”
- Describe the three `constituencies´ in your professional practice.”

ACTIVITY 1.3.2

Activity is linked to learning objective 1. It is not necessary to write “break into groups of three people”, because this would require a team of at least 9 persons for the role play (employer, job-seeker and funder). However, it is not sure that you have a group of nine

trainees available. Our proposal for this sentence: “break into three groups” (let number open).

We discussed the topic whether a central case or question would help to complete the role play. At the end of the discussion it seemed to be not necessary. The role play interacts very well with the “FEEDBACK” exercise on the next page.

ACTIVITY 1.4.1

It is linked to the learning objectives 1 and 5. The activity is easy to understand and makes sense.

ACTIVITY 1.4.2

The table is connected to the “payment of results system” in UK. However, it is also interesting for Job Brokers in other Member States to discuss this issue, because there are also existing success indicators that impact the payment system in the one or other way. We had in our group, for instance, a lively discussion in terms of matching quotes, inspired by activity 1.4.2. To summarize it: a good example!

ACTIVITY 1.4.3

Incentive and motivation for the learner to discuss its own payment system, okay.

ACTIVITY 1.4.5

Formal mistake: ACTIVITY 1.4.4 is missing (maybe the FEED BACK exercise one page before should have this number?);

Fits very well to 1.4.1 to 1.4.3, completes the 1.4 “package”.

1.5 Policies and systems...

It may be critical to use current examples because one, two years later they are past and the curriculum could be considered as “old fashioned”.

ACTIVITY 1.5.1

It is related to the learning objectives 3 and 5. We propose an amendment of the first question under this activity: “What are the main public policies that affect your job brokerage...” instead of: “Do you know...”

Another amendment: “Specify below main policies and funding programmes...”

Next page (Mistake): “Compare your notes...” This sentence is not completed!

Identify three to five priorities: what are most important policies or funding programmes for your job brokering? Or a list, distinguishing between European/ National/ Regional/ Local policies and programmes; mapping the most relevant policies/ funding programmes.

ACTIVITY 1.6.1

The posters are very nice and partly artistic, but as didactic material for learners, they are not useful! Because you cannot read them. Moreover, they mention different topics and the numbers are not comparable (different years, some use national, some European figures, some local figures). Proposal: numbers of unemployment and so on should be taken from “EUROSTAT” in order to be comparable. The only comparable topics on all posters are those that are related to the role of the Job Broker. Thus, we propose to

change the headline of the Chapter 1.6 into “1.6 Unemployment sectors and labour market schemes and their significance for the role of the Job Broker”. Then we have a focus on the job broker role.

ACTIVITY 1.6.2

Good exercise.

ACTIVITY 1.6.3

Fits very well to 1.6.2

The group proposes the following amendments of Workbook 3 (Module 2)

“Working effectively with Employers”:

MODULE 2:

Assign numbers to the learning objectives (No 1 – 8).

ACTIVITY 2.2.1

It is the same exercise than 1.2.1 (redundant).

Or comment: “If you made the exercise 1.2.1 you can skip this activity.”

ACTIVITY 2.4.1

Too complicated and unclear, the task should be presented more precisely.

Mistake: ~~Four~~ Three negative points (constrains)

ACTIVITY 2.4.2

This is not an ACTIVITY

CHAPTER 2.5

Suggestion for heading: Recruitment and acquisition

ACTIVITY 2.5.1

Clearly write that it is about acquisition and marketing

Question A should be: Recruitment can also be understood as acquisition. Where within this process can the job broker intervene?

The recruiting- and the acquisitive methods are not worked out.

ACTIVITY 2.5.2

The task should be formulated more clearly:

„For this activity break into groups of two people. **Take some time to prepare the following role play. One of you will be in the role of an employer, the other one will take the role of the Job Broker. To prepare for your employer role** please write down here a profile of a person you would like to hire and what kind of enterprise you have. **To prepare your Job Broker role please** write down here a profile of a person who is searching for a job and the

kind of job he/she is searching for. Do this separately, so do not share your thoughts. Both of them should be in Tourism Sector and on management level.”

ACTIVITY 2.6

Interviews

“Preparing questions and conducting interviews

- Interview questions should be (behaviourally oriented and) based on each (...)
- Behaviourally-oriented interview questions are recommended (e.g. asking applicants what they would do if/ how they did act when presented with a particular situation) as past behaviour is the best predictor of future performance”

“Interviewers should note applicant responses in the following areas:

- Situation
- Task
- Action
- Result”

ACTIVITY 2.6.1

Role Play

This role play takes up the role play from 2.5.2 very well and leads it interesting further.

One could focus on the development and formulation of specific questions, as the previous theoretical part prepares for.

ACTIVITY 2.7.1

Group Discussion

The list of questions at 2.7.1 is too long and too general. Therefore, certain questions should be omitted (e.g., "If problems arise between them, how should they be resolved?").

There are all in all 10 questions to discuss, which could be clustered in different topics:

- process of choosing a Job Broker (qu. 1,3,5)
- building up and keeping the partnership relationship (qu.2,4,5,6,10)
- measuring performance (qu.7)
- and appropriate communication between Job Broker and employer (qu. 8,9)

The task "Discuss your thoughts with your group members" is formulated openly and the questions are not grouped together in a single block.

This can be an advantage because it may encourage the group members to organize their own tasks thus promoting their activity and communication.

They can then get into the first contact with the discussion of the methodological approach and then go on to the substantive work they define themselves (focus, processing of all questions or individual questions, summarizing the questions of a main discussion question, the type of documentation of the discussion results etc .)

One might also consider clustering the questions, e.g. 1 to 6 and 10 into a block, then inserting a blank line and then applying a second block with questions 7, 8 and 9.

However, you also could maintain the task as well.

The list of questions at 2.7.1 is too long and too general. Therefore, certain questions should be omitted (e.g., "If problems arise between them, how should they be resolved?")

The sources of page 33 could be referred to in the questions on page 29, so there would be more input.

ACTIVITY 2.8

Conclusion and further reading

The activities mentioned in the table do not in all cases fit well with the numbers and headings of the activities before:

Activities mentioned in the workbook	Activities as listed in the table
2.2.1 Investigate	1: Research
2.3.1 Example	2: Example
2.3.2 Assignment	3: Assignment
2.3.3 Group Discussion	4: Group Discussion
2.4.1 Lists	5: Lists
2.5.1 Ideas	6: Ideas
2.5.2 Role Play	7: Case Study
2.6.1 Role Play	8: Feedback
2.7.1 Group Discussion	9: Role Play

Also the learning objectives do not in all cases fit with mentioned activities, for example: the last activity is the group discussion and it seems to fit more to learning objectives 7 (“Communication’s...”) and 8 (“Make use of collaboration principles...”), than with learning objective 6 which is mentioned for the last activity in the table.

The group proposes the following amendments of Workbook 4 (Module 3)

“Working with Job-Seekers”:

ACTIVITY 3.3.1

Proposal:

A link/ reference where you can start recherche on the subject of empowerment.

Supplementing through an assignment → Short presentation of what empowerment is.

ACTIVITY 3.4.2

Proposal: Establish a third person as an observer during the role play.

ACTIVITY 3.4.3

The observer (third person) from the role play in activity 3.4.2 should participate on discussion.
 The question - "Have you experienced problems?" - Replace by - What challenges did you have?

ACTIVITY 3.5.2

Proposal:

Delete the second paragraph.

Highlight the statements with bullet points

ACTIVITY 3.5.3

Delete: ...in some words.

Insert: second Step - What do I do when I am under pressure to be successful? → Emphasize the empowerment approach

Emphasize the empowerment approach also in the following Feedback Text

ACTIVITY 3.5.4

Delete in the second paragraph → ~~on approximately one page~~

ACTIVITY 3.6.1 → change in to ACTIVITY 3.6.2

ACTIVITY 3.6.2 → change in to ACTIVITY 3.6.1 and combines with ACTIVITY 3.6.3

"New ACTIVITY 3.6.1" – EXAMPLE + ASSIGNMENT

ACTIVITY 3.6.4 change in to **ACTIVITY 3.6.3**

New Order:

3.6.1 as Introduction – EXAMPLE + ASSIGNMENT

3.6.2 ACTIVITY – Investigate

3.6.3 ACTIVITY – Group Discussion

Corrected chart:

LEARNING OBJECTIVES	1: Research	2: Case Study	3: Research	4: Role Play	5: Group Discussion	6: Example	7: Lists	8: Idea	9: Assign. /Gr. Disc.	10: Research	11: Assignment	12: Group Discussion
Explain the Empowerment approach – working with strength of the client not with the weaknesses – knowledge of methods	x	x	x						x			

LEARNING OBJECTIVES	LEARNING OBJECTIVES											
	1: Research	2: Case Study	3: Research	4: Role Play	5: Group Discussion	6: Example	7: Lists	8: Idea	9: Assign. /Gr. Disc.	10: Research	11: Assignment	12: Group Discussion
Knows coaching techniques and clarification of roles and principles of co-operation (profiling, assessment of jobseekers, self – assessment techniques)		x		x				x	x			
Knows interviewing and conversation techniques			x	x	x		x		x			
Knows the specific abilities and needs of different job seeker groups		x				x	x	x	x			
Knows conflict management and de-escalation techniques				x				x	x			
Able to encourage and stabilise the client		x	x				x	x	x			
Able to self-reflect his/her work			x	x	x		x		x		x	
Able to acquire and recruit job seekers								x		x		x
Able to communicate effectively and to resolve conflicts (Active listening, inspiring conversation)			x	x	x		x	x	x			
Able to develop an action plan together with the job seekers		x		x		x		x	x			
Able to network		x					x		x	x	x	x
Able to work in a team					x		x					x

The group proposes the following amendments of Workbook 5 (Module 4) “Effective Case Management”:

ACTIVITY 4.3.3

Proposal: Change the name of the method from GROUP DISCUSSION to ASSIGNMENT

ACTIVITY 4.4.1

Proposal: Put the headline “Task: ...” after the first table sheet

ACTIVITY 4.4.1

Proposal: Completely delete this Activity

FEEDBACK on site 18 → delete logo and the headlines “Task 1” and “Task 2”. This are not tasks, rather information’s

The ACTIVITIES and LEARNING OBJECTIVES table (page 25, 26) is full of mistakes. The Activities and the Learning Objectives do not match with each other

Cyprus

OVERVIEW

The only issue that was raised in a negative manner for the whole training programme was the numbering of the activities. It seemed to be confusing to some participants. Maybe it would be better to use the workbook number before the number of each activity.

Feedback should be provided for all the activities.

Workbook 1 – Introduction, Job Broker Platform, Transnational Research and Occupational Profile

No issues were recorder with regards to those

Workbook 2

Even though this workbook was considered useful, some participants raised the problem of time. More specifically, they believe that some of the activities are time consuming and it is difficult for a busy person to complete them properly. Lastly, activity 1.4.1 was interesting for some participants, but not for all, since many are working in co-funded projects only, so they are not able to know how to work with different funding schemes.

Workbook 3

No issues raised

Workbook 4

No issues raised

Workbook 5

No issues raised

UK

1. Module 3 working with job seeker

Probably this module would need to be re-written for the UK job broker role; the vocabulary, terminology were confusing and talked about counsellor and carer which actually relate to two very different occupational areas in the UK and would have negative connotations when dealing with job seekers. The content, although very relevant, was somewhat negative when speaking about job seekers .e.g. “People who have particularly difficult life- and working conditions are suffering from the injustice of their situation (low power and authority, low prosperity) and internalize this as their own inability or their own failure. Probably they don’t have a feeling to be on the winning side of the life.”

Also some very general assumptions made about job seekers

Narrative and explanations did not flow well and were confusing looking like large pieces of text had been lifted from quite formal or clinical text, whereas others seemed much more general e.g. page 85 the narrative about empowerment compared to page 87 final paragraph!!

Nothing mentioned in this module about after care or ongoing review process when working with job seekers

Activity 3.5.1 SWOT analysis an assumption that everyone will know what this is..

2. All materials need to consider if certain learning objective should be divided into a set of foundation modules for less experienced job brokers and a more advanced set of modules for those with substantial experience of this sector and work. There also seemed to be some criteria that the working group felt did not really belong within the remit of the job broker that were more HR or commercial sector job broker skills and knowledge.

3. The occupational profile was very broad and some felt too broad, as it overlapped with other roles within their organisations of employment adviser or key workers. They also felt it was too long and should be more concise.

Generally the activities were confusing in the self-directed learning context e.g. when you were asked to do a role play, group work etc as you would not really be working with anyone else.

4. Module 4 was supposed to be about Case management – perhaps the title is wrong? It seemed that there were 3 different things in this module which perhaps should be in smaller 3 separate modules:

Case Management

Professional Development and Progression for the Job broker

Customer satisfaction, feedback and continuous improvement – this one perhaps being as previously suggested for those how are more experienced in the field, although getting a client to complete a feedback form might be the norm to evaluate and monitor how that contributes to CI

is a task at a much higher level in most organisations and requires specialist skills and a level of authority to make changes based on the feedback.

- Some of the terminology service users was quite clinical

The activities and criteria need to be re-numbered in line with how a similar learning set of modules and criteria would be set out in the UK, especially if this is looking to get accredited, otherwise it is unlikely that it would be taken seriously by an awarding body or the learners.

Some of criteria are ambiguous no. 47 do they mean policies and procedures? No.46 should this be in module 3 working with job seekers or perhaps both and cross referenced?

Too many activities...some would not load properly, 4.5.1 not really clear what is being asked, 4.3.2 not everyone is familiar with the term VET but no explanation, some activities do not work in Self directed learning context – e.g. 4.3.4 presentation to whom?

5. Module 1 objectives need to be written more clearly and be grammatically correct.

There is no guide on word count for assignments

The final learning objective seems to fit more with HR or commercial recruitment consultants and would be out of the remit if the average job broker.

6. Working group suggested that when a learner accesses a module there should be an indication of what progress they have made i.e. is it complete or partially complete, at the moment there is no way to assess this for the learner or if this was being assessed by tutor

7. All activities need to be converted to word docs that can be written on, as at present there is way for the learner to add their answers to the activities. In addition there is also no way for learners to upload any additional documents or evidence to the site.

8. The Annex 1 - the self-assessment for the job seeker, in module 3, needs to be removed or replaced with something less complex, more positive and less HR looking, also shouldn't you be asking the job broker what is currently used to assess their clients but should ask for an example of what is currently used, how and when it is used and who reviews their progression?

9. Criteria 22 in Module 2 and 53 in Module 4 are duplicated how would these be cross-referenced?

10. Module 2 – activities some explanations/instruction need to be clearer e.g. 2.4.1

- Some statements not gender neutral

Lack of consistency in terminology jobseekers, candidates, customers need to be consistent

Links on the worksheet do not open in a new tab this would be helpful

Would be good to get learners to have read over the profile and country research before hand as this takes some time

The working group in the UK felt that just having training that was online would not address all learners different learning styles and needs, to be credible for JB in the UK context they felt that there would need to be a blend of learning which should include online resources, workshops and peer learning.

Activity 2.3.3 might be difficult for inexperienced job brokers to complete

Activity 2.3.2 needs to be re-written- doesn't make sense, it should be asking how the job broker currently does this and upload some evidence or examples, as surely there is an assumption that they are currently doing this as part of their role?

Lots of group activity and discussions that do not work in the online context.

Findings from the workshop in Larissa Greece

It was noted from the feedback that the experience of the pilots was an overwhelmingly positive one. The aggregate number of participants that had been envisaged in the application taking part in the pilot programme had been exceeded across the partnership. Furthermore, the pilots had evidenced a strong appetite from amongst the participants for the type of peer-based, facilitated action learning around which the pilots had been designed.

The approach to the Curriculum Programme and very much of its content had generally received a positive response, and partners had found that the flexibility to organise the pilot in a sufficiently common format as to aid comparison, whilst also having local flexibilities in the approach, had worked very well. Furthermore, it was noted that in almost all cases the participants had expressed a desire to see some form of accreditation being made available to Job Brokers in future.

In terms of areas for improvement or development, there were a number of specific points highlighted which provided a valuable basis for discussion. There was no general consensus in terms of the points that were being made. However, it was noted that, in terms of reviewing the materials for **IO6 a number of the exercises would not be suitable for self-directed learning** as they assumed the cooperation of other learners in action learning groups – although many of the exercises either were suitable for self-directed learning, or could easily be adapted for it.

The main findings from the workshop In Larissa were, in summary:

- The partners had produced (and tested) a Curriculum testing approach that proved to be highly participative. Participants generally found the opportunity to learn in groups with their peers in an informal and practical way, on current issues to be highly relevant and valuable.
- However, there is a tension in that in some countries, practitioners found it hard to get ‘time off’ to participate due to pressures of the job (i.e. targets, coping with austerity, competing priorities etc).
- Another ‘tension’ is that, while the participants found the non-formal learning approach valuable, they also thought the programme would be enhanced in future versions by an ability to lead to a qualification or accreditation of some form, which in turn would place greater ‘strictures’ on how the learning could be delivered and the requirements that would be placed on participants.
- Many found it very valuable that, through the training needs analysis (TNA), Job Brokers could identify and define their own aims and areas for development and address these through the participative and flexible learning activities. However, many also felt that they realised, after completing the activities, that they may have over-estimated their know-how at the TNA stage and that there needed to be some kind of ‘before and after’ process

with the TNA. It was also felt that the TNA would be enhanced in the adaptation for IO6 if there were a TNA for each module or 'skill area', not just a general one for the whole profile.

- The workshop felt that the six Job Broker 'areas of activity' in the Occupational Profile had been fully covered in the 4 Modules, and that due to the exhaustive process of defining and mapping the Knowledge, Skills and Competences, and then simplifying them into Learning Objectives, nothing had been lost.
- However, there is some confusion as to the exact meaning and focus of Effective 'Case Management' – even though many of the actual learning exercises were felt to be very valuable, this (case management) was not a term that had a common meaning across the partnership. This requires careful review in a future iteration of the curriculum, the accreditation investigation and in the self-directed focus of IO6.
- The 'European' dimension was strongly present in two ways – the fact that the EQF had been used to underpin the Occupational Competences and the Curriculum helped to ensure a good degree of transferability and relevance of the concepts. At the same time, as the partners had shared the editorial production of content, there were occasions where terminology was used that did not easily transfer to every national context.
- However, it was noted that in some partner contexts, particularly where there was a degree of job brokering aimed at promoting the 'importing' of EU workers from other member states (e.g. Iceland), there was a more widespread use of the EURES job portal and also the increased value placed on ESCO (the common occupational terminologies) in this context was highlighted. In other partner contexts, these tools and resources are little-known by Job Brokers – but are potentially very relevant to the European context of the project. It was agreed that in a future iteration of the programme, in the accreditation development in IO5, the self directed learning guide for IO6 and the legacy plans for IO8, the presence of these European initiatives and resources should feature more strongly.

There was some discussion on the use of the Moodle platform. It was originally an environment through which the Curriculum was uploaded with the learning material, and through which the 'lead' Job Broker pilot group facilitators could liaise together in the common project language (English). In the event, it was noted that a large number of Job Brokers had in fact registered for the Moodle access and this had been a positive development. There had been some problems with the login registration. After some discussion it was agreed that each partner will have a 'main editor' who can control login access and nominate users. Each partner is to liaise with MMC to ensure that this 'main editor' has the relevant credentials and instructions to facilitate access and control users (there was some concern that, as the process at present is currently automated, there was no control over users accessing the material and using them for other purposes).

The original Moodle platform was originally just for use in English. However it was noted that (a) there was also a structure on Moodle in Greek (b) while every local pilot had been conducted in

the local partner language, abif, gsub and VMST had used the English version of the materials in the pilots (this was common practice in their organisations), whereas Documenta, ERIFO, and MMC/DIMITRA had translated the materials into, respectively, Spanish, Italian and Greek. abif and gsub indicated that they would also be translating the materials into German. It was noted that translating the materials into each partner language was not a requirement (although conducting the pilots in each language was), but it was a highly positive development that the IO3 materials would be available in five languages.

Conclusions

After the development of the curricula in the form of workbooks, the consortium proceeded to a pilot testing phase of the materials. This pilot testing phase took place in the form of action learning sessions and each partner had to implement at least 3 action learning sessions and submit a national report in a predefined template by the intellectual output leader.

In the report partners had to state their objectives from the pilot. It is evident that there is a general convergence (i.e. partners having same or similar objectives from the pilots) with two objectives being mentioned by all partners namely the need to present the project and test the materials in order to provide feedback. The following objectives were mentioned in general by the partners:

- Present the project to the participants and make sure that they understand what it is about
- Present the key results of the IO-01 (Job Broker Transnational Research Study - Policies, Systems and Needs Analysis) highlighting the role of Job Broker in the Italian labour market and services
- Present and review the IO-02 (Development of Occupational Profile and a set of Standards for the Job Broker) “area of activities” and contents (reflection of the sustainability of the IO on Italian context)
- Inform about the Working Group members’ roles through Job Broker activities
- Test the materials produced by Job Broker/
- In-depth look at the material/ Get feedback for the JOB BROKER curriculum in order to revise if/where needed
- Familiarize the participants with the European Profile of the JOB BROKER
- Use the training needs analysis tool and guide them in order to be able to develop their learning plan
- Present the JOB BROKER CURRICULUM
- Introduce them to the Moodle platform/ Review the learning platform for ease of use, access and navigation
- Let the JOB BROKERS use the self learning material
- Use action Learning activities/ • To acquire knowledge, skills and competences as Job Brokers through the training materials developed
- Investigate any possibility of impact on regional VET systems (Toscana and Lazio) by Job Broker profile development

The second aim of the national reports was to **review and receive feedback on the use of the training analysis tool**. Through the training needs analysis (TNA), Job Brokers could identify and define their own aims and areas for development and address these through the participative and flexible learning activities. All the partners have used the training needs analysis tool but only one

partner indicated that there was a specific need to be developed (Working with employers). As the partners had to review all materials, they felt that they used the tool just for testing purposes. Additionally, many partners have indicated that the learning needs of the pilot groups were limited as they had invited very experienced job brokers. In general participants provided a positive evaluation of the tool; they liked its self assessment nature. Some areas of improvement of the tool related to the fact that some statements could be regrouped or even omitted. Additionally, they recommended that the tool provides a clear learning path (ie indicating the codes of activities the learner should focus on. However, many participants also felt that they realised, after completing the activities, that they may have over-estimated their know-how at the TNA stage and that there needed to be some kind of ‘before and after’ process with the TNA. It was also felt that the TNA would be enhanced in the adaptation for IO6 if there were a TNA for each module or ‘skill area’, not just a general one for the whole profile.

In terms of the Curriculum Programme itself, there are three sets of specific changes that should be made before the finalised Workbooks are published for IO3:

1. Target group – there should be a more explicit statement about the Target Group for the Curriculum Programme and the context in which the materials can be used. In particular, the issue as to whether the materials address experienced Job Brokers, or new Job Brokers (in terms of the occupational profile that refers) should be addressed. This should appear at an early point in the first workbook (module 1) which ‘sets the scene’ for the Curriculum Programme;

2. Gender neutral language – in a number of cases the Workbooks use the masculine (him, he) to refer to the object or subject of a sentence. Such sentences appear in both Workbooks 3 and 4. The first part, in particular of workbook 4 may benefit from a review of the English that is being used (in the English version).

To be comprehensive, once the above additions and amendments to workbooks 1, 3 and 4 are made, these should be highlighted to those partners who produced language versions of the materials for amendment.

At this stage, our review of the feedback and comments suggests that there is no need to review workbooks 2 and 5 and that the versions that were produced, and the translations of them, can still be used as final versions.

Finally, a number of specific comments were suggested in terms of strengths and areas of improvement of the materials. These are presented below. It is recommended that the IO5 approach includes a review of the Learning Outcomes, and the IO6 self-directed learning guide, which will both use and adapt existing material from the IO3 Curriculum for self-directed purposes and generate new material, considers each of these points for review.

	Strengths	Areas of Improvement
Overall	<ul style="list-style-type: none"> Overall quite positive. 	
Term Job Broker	<ul style="list-style-type: none"> The term "Job Broker" was seen positively by two of the partners (Cyprus and 	<ul style="list-style-type: none"> There are issues with the term Job Broker in Spain

	Strengths	Areas of Improvement
	Germany)	
European Dimension	<ul style="list-style-type: none"> The 'European' dimension was strongly present in two ways – the fact that the EQF had been used to underpin the Occupational Competences and the Curriculum helped to ensure a good degree of transferability and relevance of the concepts. At the same time, as the partners had shared the editorial production of content, there were occasions where terminology was used that did not easily transfer to every national context. 	<ul style="list-style-type: none"> It was noted that in some partner contexts, particularly where there was a degree of job brokering aimed at promoting the 'importing' of EU workers from other member states (e.g. Iceland), there was a more widespread use of the EURES job portal and also the increased value placed on ESCO (the common occupational terminologies) in this context was highlighted. In other partner contexts, these tools and resources are little-known by Job Brokers – but are potentially very relevant to the European context of the project. It was agreed that in a future iteration of the programme, in the accreditation development in IO5, the self directed learning guide for IO6 and the legacy plans for IO8, the presence of these European initiatives and resources should feature more strongly.
Self Learning Method	<ul style="list-style-type: none"> The self learning method is very useful as you may schedule the learning activities according to your availability. 	<ul style="list-style-type: none"> There is a discrepancy between the self directed learning suggested by the project and the group activities provided (mentioned by two partners) A number of the exercises would not be suitable for self-directed learning as they assumed the cooperation of other learners in action learning groups – although many of the exercises either were suitable for self-directed learning, or could easily be

	Strengths	Areas of Improvement
		adapted for it.
Action Learning Method used during the pilot	<ul style="list-style-type: none"> The action learning is very effective as you get to reflect on everyday situations The partners had produced (and tested) a Curriculum testing approach that proved to be highly participative. Participants generally found the opportunity to learn in groups with their peers in an informal and practical way, on current issues to be highly relevant and valuable. 	<ul style="list-style-type: none"> However, there is a tension in that in some countries, practitioners found it hard to get 'time off' to participate due to pressures of the job (i.e. targets, coping with austerity, competing priorities etc).
Target Group		<ul style="list-style-type: none"> Need for a clearer definition of the target group in terms of prior knowledge and professional experience (mentioned by two partners)
Occupational Profile	<ul style="list-style-type: none"> The tasks of a job broker were well described in the occupational profile Additionally, the workshop (Larissa) concluded that the six Job Broker 'areas of activity' in the Occupational Profile had been fully covered in the 4 Modules, and that due to the exhaustive process of defining and mapping the Knowledge, Skills and Competences, and then simplifying them into Learning Objectives, nothing had been lost. 	<ul style="list-style-type: none"> Occupational profile is too wide (mentioned by one partners, and implied by another one in the previous question)[Some of the tasks relate mostly to HR rather than Job Brokers] There are competences missing (mentioned by one partner)
Curriculum and Learning Activities	<ul style="list-style-type: none"> Curriculum was very well constructed which made it easy to the reviewer to understand the content Very practical and well 	<ul style="list-style-type: none"> Feedback should be provided for all activities (mentioned by two partners) Numbering of activities is confusing (mentioned by two

	Strengths	Areas of Improvement
	<p>thought out</p> <ul style="list-style-type: none"> • Learning activities have been designed accordingly. The description of work activities, the role of the job broker, related conflicts and the related necessary competencies seem to be appropriate in the opinion of the working group. Material was developed after the research and its development fully depicts the skills and competences of the JOB BROKER's Occupational profile. Participants also commented on the mix of activities. • Materials were developed by partners from different countries contributed a lot to the image the JOB BROKERS have about their profession • The links that were used throughout the curriculum were very useful along with the references and gave the chance to the participants to search for further information • The theoretical narrative is very well and complementary to the activities • They liked that the curriculum had in account networking with other Job Brokers but thought it should be highlighted with a module of its own 	<p>partners)</p> <ul style="list-style-type: none"> • There are issues with the term "Area of Activity" and transversal skills should not be included in the area of activity (mentioned only by one partner)
Possibility for		<ul style="list-style-type: none"> • While the participants found

	Strengths	Areas of Improvement
accreditation		<p>the non-formal learning approach valuable, they also thought the programme would be enhanced in future versions by an ability to lead to a qualification or accreditation of some form, which in turn would place greater 'strictures' on how the learning could be delivered and the requirements that would be placed on participants.</p>
Moodle Platform	<ul style="list-style-type: none"> • JB Moodle Platform – participants found the platform easy to access and navigate. However, the documents are in English and some participants needed assistant to read through the contents. • It was originally an environment through which the Curriculum was uploaded with the learning material, and through which the 'lead' Job Broker pilot group facilitators could liaise together in the common project language (English). In the event, it was noted that a large number of Job Brokers had in fact registered for the Moodle access and this had been a positive development. 	<ul style="list-style-type: none"> • There had been some problems with the login registration. After some discussion it was agreed that each partner will have a 'main editor' who can control login access and nominate users. Each partner is to liaise with MMC to ensure that this 'main editor' has the relevant credentials and instructions to facilitate access and control users (there was some concern that, as the process at present is currently automated, there was no control over users accessing the material and using them for other purposes). • Some participants expected to see translated versions of the platform • It would be good if the users could open a new discussion at the forum in order to communicate for a specific subject with JOB BROKERS all over Europe.

Table 5: Comparison of strengths and Areas of Improvements on different dimensions (overall)

As far as individual workbooks and activities are concerned the following table presents overall strengths and areas of improvement

Workbook	Strengths	Areas of improvement
Workbook 1 Introduction to the job broker curriculum	<ul style="list-style-type: none"> • Sophisticated TNA tool • Well expressed and relevant learning objectives • Helpful results from the research 	
Workbook 2 MODULE 1 Current EU Labour Market Context and Employment Opportunities	<ul style="list-style-type: none"> • Highly relevant to job broker work. • Well written • Individual activities well-chosen and comprehensively described. <p>Well evaluated activities</p> <ul style="list-style-type: none"> • Activity, 1.4.2/1.4.3 • Activity 1.3.2, 	<ul style="list-style-type: none"> • Objectives should be clearer • One learning objective is missing from the workbook • Statistics should be updated • Some issues with the sequence of activities • Specific issues with specific activities such as Activity 1.6.1 and Activity 1.4.1
Workbook 3 MODULE 2 - WORKING EFFECTIVELY WITH EMPLOYERS	<ul style="list-style-type: none"> • Highly relevant to the job broker area of work, good range of activities. • Overall this workbook was considered very well elaborated. <p>Well evaluated activities</p> <ul style="list-style-type: none"> • Activity 2.4.1 • Activity 2.4.2. • Activity 2.7.1 • Activity 2.6.1 • Activity 2.5.2 • Activity 2.7.1 	<ul style="list-style-type: none"> • An improvement could be more activities with concrete placement examples. • Some of the learning objectives must be rephrased in terms of action verbs (eg demonstrate does not work in Italy, it works very well though in Cyprus) • Some statements not gender neutral • Lack of consistency in terminology jobseekers, candidates, customers need to be consistent • Need for clearer

Workbook	Strengths	Areas of improvement
		<p>instructions in some of the activities</p> <ul style="list-style-type: none"> • Specific issues with specific activities such as activity 2.4.1. , Activity 2.2.1. , Activity 2.7.1. •
<p>Workbook 4</p> <p>MODULE 3 – WORKING WITH JOB-SEEKERS</p>	<ul style="list-style-type: none"> • Good and well described guide for working with job seekers. • a very good explanation of the “empowerment” method • Describing the job broker as “carer” was perceived as a striking metaphor. <p>Well evaluated activities</p> <ul style="list-style-type: none"> • Activity 3.5.1. • Activity 3.3.1 • Activity 3.4.3 • Activity 3.4.2 	<ul style="list-style-type: none"> • There could be more activities concerning the networking • The workbook should focus on how to psychologically support demotivated and frustrated potential employees and what are the paths that should be followed in order to help them. • Narrative and explanations did not flow well and were confusing • Nothing mentioned in this module about after care or ongoing review process when working with job seekers • Issues with the expression of learning objectives were raised by one partner • Specific issues with some of the activities eg Activity 3.4.1, Activity 3.3.1 , Activity 3.5.1 • Some activities are complex for the specific EQF level Activities (3.3.2.; 3.5.1.; 3.5.3; 3.5.4)

Workbook	Strengths	Areas of improvement
<p>Workbook 5</p> <p>MODULE 4 – EFFECTIVE CASE MANAGEMENT</p>	<ul style="list-style-type: none"> • Module of very high quality: “brilliantly practical” • The terminology used in the criteria was much more appropriate than other modules e.g. describe, demonstrate, identify and evaluate, much more in line with what would be expected in this type of learning and assessment model. • Useful and sometimes little complex to understand. <p>Well evaluated activities</p> <ul style="list-style-type: none"> • Activity 4.4.1 • Activity 4.4.2 • Activity 4.6.1 	<ul style="list-style-type: none"> • There is some confusion as to the exact meaning and focus of Effective ‘Case Management’ – even though many of the actual learning exercises were felt to be very valuable, this (case management) was not a term that had a common meaning across the partnership. This requires careful review in a future iteration of the curriculum, the accreditation investigation and in the self-directed focus of IO6. • Overall introduction (classroom) to the concept of “effective case management” should be provided before starting with the Module 4 activities • There should be more narrative in order for them to get more prepared and understand better the concept of each unit of the module. • Issues with the expression of learning objectives were raised by one partner • Some learning objectives cannot be implemented by the job brokers in one of the partner countries (Italy) • Module should be in smaller 3 separate modules:

Workbook	Strengths	Areas of improvement
		<ul style="list-style-type: none"> ○ Case Management ○ Professional Development and Progression for the Job broker ○ Customer satisfaction, feedback and continuous improvement • Issues with specific activities e.g. activity 4.3.2 and 4.6.2

Table 6: Comparison of strengths and Areas of Improvements per workbook