

### **3. Module 3: Supporting clients to use ICT for LMI**

**Group Size:** max 8

**Time:** 3.5 hours

**Target group:** Practitioner

#### **Aims**

The module aims to equip practitioners with the knowledge and skills to encourage clients to use online tools for job search, LMI and career management. It focuses on using appropriate online tools and media to engage with marginalised groups, making LMI more widely accessible to end users.

#### **Learning Outcomes**

- To know where to find LMI on the internet, intranet and other ICT mediums. To know how ICT and LMI can help the guidance process and future client activity. To be confident in showing/training clients to use ICT and Media for LMI research;
- To know how to use ICT for guidance in different ways;
- To be able to assess a client's ability to use ICT for job search, LMI and accessing government or organisation resources;
- To up skill clients who have basic ICT skills so they can become independent learners and users of LMI.

Skills required: competent user of ICT, familiar with the internet, some knowledge of social media. Qualified, experienced careers practitioner, Familiar with the roles/task of the advisers.

Equipment required: Flipchart or white/smart board to write on, computer and projector with a screen, access to the internet. If possible, every attendee has the use of a computer with access to the internet.

## Module 3: Self-assessment

Complete this self-assessment before commencing Module 1 using scale A. Repeat this assessment after completing Module 1 to measure your progress using scale B.

Your current assessment	<i>Grade how your current understanding/competence 1 = Basic to 6 = Expert</i>
I can explain how different clients engage with online LMI tools and services.	A 1.....2.....3.....4.....5.....6 B 1.....2.....3.....4.....5.....6
I am confident in supporting clients to use online tools for career management, such as e-portfolios and online action plans.	A 1.....2.....3.....4.....5.....6 B 1.....2.....3.....4.....5.....6
I can effectively motivate clients to use ICT resources for career management and job search.	A 1.....2.....3.....4.....5.....6 B 1.....2.....3.....4.....5.....6
I can select appropriate LMI resources suited to the needs and ability of individual clients.	A 1.....2.....3.....4.....5.....6 B 1.....2.....3.....4.....5.....6
I am able to support clients in accessing online LMI through a range of tools and media.	A 1.....2.....3.....4.....5.....6 B 1.....2.....3.....4.....5.....6
I understand and adhere to data protection guidelines and can explain the basic rules to clients.	A 1.....2.....3.....4.....5.....6 B 1.....2.....3.....4.....5.....6

### 3.1 How do different clients engage with online LMI?

#### Activity: Group discussion

Consider the definitions of Labour Market Information and Labour Market Intelligence.

Task	Commentary	Time
Why do we want clients to use LMI and online career tools?	Better informed and self-sufficient clients. Career Management Skills.	30 mins
What are the benefits?		
Are there any disadvantages?		
We have agreed on our definitions of LMI – Intelligence and Information. Where do we find LMI and what do we recommend to clients?		
Which websites do you use/recommend?	Make a list for later distribution	
Do you use/recommend any online tools?	Make a list	
Discuss which sites/tools are good for clients to use independently.	Make a list	
Which sites/tools need an adviser to show the client how to use the site/tool?		
Why are some clients unable to access LMI? What are the issues? Are there any forms of LMI that this group could access? Is this lack of access to online LMI something that can be overcome? How?	No IT or Internet, IT Illiterate, etc.	

We have agreed on our definitions of LMI – Intelligence and Information. Where do we find LMI and what do we recommend to clients?

**Activity:** working in pairs answer the following questions. Use post it notes or flipchart to record the answers.

Task	Commentary	Time
Which websites do you use/recommend?	Make a list for later distribution	15 Mins
Do you use/recommend any online tools?	Make a list	
Discuss which sites/tools are good for clients to use independently.	Make a list	
Which sites/tools need an adviser to show the client how to use the site/tool?		
Why are some clients unable to access LMI? What are the issues? Are there any forms of LMI that this group could access? Is this lack of access to online LMI something that can be overcome? How?	No IT or Internet, IT Illiterate, etc.	

#### Activity: Feedback

Ask the pairs to feedback and contribute any additional information without repeating what is already known.

#### Activity: LMI Practical Demonstration / Practice

Time: 20 mins

Equipment: Computers, internet access and projector.

Using the list of websites / online tools identified in the preceding activity, the trainees have the opportunity to investigate each of the recommendations.

Localisation: the trainer may prepare PowerPoint slides with the website addresses and show these to the trainees using a projector.

At the end of the practical session, ask the trainees:

- “Which sites have you found most useful for the clients you work with?”
- “Do the same websites help lots of different clients or are some websites more suitable for only clients who fit a particular profile?”
- How ‘trustworthy’ are these LMI sources/websites?

## 3.2 Using online plans and e-portfolios

**Activity:** Trainer led discussion.

Empowering students/adults to set up and manage their own online educational and career plans according to their needs and interests.

Task	Commentary	Time
What are the advantages to having an online plan, e-portfolio, job search account?	For the student/young person For the adult	15 Mins
What online system/programme do you use with clients?		
Is there any compulsion for clients to register? For example, is it a requirement for benefits? How do the clients feel about having to use online systems?		
What are the advantages for the organisation?		
Are there any disadvantages?		
Is anyone disadvantaged? Who and why?		

Suggested reading

Case studies: Kyvyt.fi (FI), CIOFS-FP e-portfolio (IT), Teens Gate (EL), Anelo.lu (LU).

## 3.3 Using ICT to engage with marginalised groups

Engage – to enrol, to come on board, to sign up, involve, interest someone in something and keep him or her thinking about it.

Trainer: Localisation. The trainer should have access to local data as to what percentage these groups represent as part of the community. For example, what percentage is the traveller/Roma community of the whole population? This information will be available through national or local

government statistics. The trainer can represent this breakdown of the different groups using graphs.

Task - discussion	Action – use flipchart to record answers	Time
<b>Who are the marginalised groups?</b>	Note: the following description does not mean that people from these groups will necessarily be marginalised but could be. Traveller Community, Roma Community, Non-native speakers, immigrants, low income, the poor, low skilled/ educated, poor housing, the area they live in, poor public transport, distance from the major towns/cities, homeless, those on the edge of society, carers, young carers, child workers, workers in a family business, offenders/ex-offenders, people with disabilities.	30 mins
<b>Can people become marginalised at different times of their lives?</b>	The single parent, the carer of children, the older person, young people, etc.	
<b>Is it possible to ‘group’ people from the above list of marginalised people?</b>	For example, poor public transport and distance from major towns could be grouped.	
<b>What limitations will these groups of people have in accessing online LMI/Guidance Face-to-Face Guidance?</b>	Look for similar limitations between the different groups.	
<b>What ICT tools can you use to engage with these groups?</b>	Social media, texting/messaging, e-mail, telephone.  Example tool: EU Skills Profile Tool for Third Country Nationals <a href="http://ec.europa.eu/migrantskills">http://ec.europa.eu/migrantskills</a>	
<b>Are there other more traditional ways?</b>	Presentations or interviews in community centres, advertising billboards, articles in free publications such as community newsletters etc.	
<b>How much of an issue will it be for your organisation to provide services to these groups? How big a problem will it be? What numbers of clients can you expect?</b>		

Suggested reading

Linked Case studies mentioning marginalised groups of people: KomposyT, Employment service.se.

### 3.4 Using online media to make LMI more accessible

**Activity:** Ask each person to write down the media they use or know about. Discuss using the table below.

Understanding types of media and bias – watch this video

<https://www.youtube.com/watch?v=dQZHCj4EHHw>

Now work through the following section in a group.

Task	Information	Time
<b>What media is already available for LMI?</b>	Write down the types media on flipchart (See the table below)	30 mins
<b>What other forms of media do you know?</b>		
<b>Are any of these already used for LMI?</b>		
<b>If not why not and could they be?</b>		
<b>Which of your suggestions are static media? Which are interactive? Which is best and why?</b>		
<b>Does everyone process the information gained from media the same way?</b>	<p>While there are many different theories about learning styles for now we will use this one as it covers most types.</p> <p>Visual learning -seeing                      Auditory learning - hearing                      Read/write learning – books, leaflets, essay, quiz,                      Kinaesthetic learning – practical / doing</p> <p>It has been shown that the most effective learning is when different styles are combined together – this is often why multimedia can be so powerful at communicating new messages and ideas.</p>	
<b>Are there any differences in accessing or understanding LMI for people in these groups?</b>	<p>Ask the group to discuss but some of these will be discussed later in the 'Issues' section.</p> <p>Special Educational Needs / learning difficulties                      Disabilities                      Non-native speakers                      Long term unemployed                      Young people classified as NEET (not in education, employment or training)</p>	

Media		
<b>Video (DVD or online)</b>	Television Programmes	Careers Associations
<b>PowerPoint</b>	Specific Careers TV Channel	Professional Bodies
<b>Blog</b>	Video Games	Job Sector Associations
<b>Vlog</b>	Websites	Specific LMI apps
<b>Print</b>	Twitter	WhatsApp
<b>YouTube</b>	LinkedIn	Facebook

Trainer: Demonstrate local examples of websites or online tools for LMI.

Suggested reading: Linked Case Studies featuring media.

Labour Market Internet Guide (SK), Education info.se (SE), Professions in the Picture (NL), Vi@s (PT), Kyvyt.fi (FI),

Video example <https://www.komposyt.sk/pre-ziakov/zamestnania-pod-lupou-vidoa>

### 3.5 Supporting clients in finding, accessing and using online information

#### Activity

Complete the following exercise. Break into pairs and discuss. After allowing a few minutes for discussion of a question by the pair of people ask the entire group to feedback.

Task	Some possible answers	Time
<b>How do you help a client to find offline/online information?</b>	Ask the client where they look for any type of information? Warn that Google and other search engines cannot be relied to show accurate, up to date, relevant information.	30 mins
<b>What would you ask next?</b>	Which do they prefer? Offline or on line?	
<b>If a client says they prefer offline, what do you say?</b>	Do you find out why they do not access online – fear, lack of IT knowledge, no IT equipment, past experience of not finding what they want or the equipment not working, etc.?	
<i>Trainer comment: Some clients will not wish to use IT but for this exercise, we will assume they are willing to try.</i>		
<b>How much time will it take to show a client how to use online information and career tools?</b>		
<b>Do you have the time? If not why not?</b>		
<b>How do you ‘coach’ a client to use an online resource?</b>	Demonstrate. Show and then let them do it. Give a handout with text and diagrams.	
<b>How much information do you write in an Action Plan for the client?</b>	What can you do to speed up the writing of standard action points?	
<b>Is there anyone the client knows who can show them what to do?</b>	Perhaps a family member, friend, etc. Often a younger relative knows a lot about IT and the internet and can be a good source of support. However, tell your client they may have to tell the young relative to explain things a little slower and let the client have a go himself or herself. Some community groups run training sessions in IT.	
<b>What happens next? If the client comes for a further interaction, what do you discuss?</b>	Do you ask if the client did use the online resources? If not, why not? If not is there something you can do or suggest will encourage the client to have another try?	
<b>Do you know of any online tools designed to help a client use online tools?</b>	Videos/instruction sheets on the online website. Is there anything on YouTube or similar video sharing sites? (Warning: YouTube does place adverts on the video pages and some content may not be appropriate. Your organisation may wish to have a printed disclaimer to give out.	

## 3.6 Staying Safe Online

### Activity: Setting the scene

You have just shown a client how to access LMI online. They will need to register to gain access to the website and they will need an email account. What advice will you give about staying safe online? Discuss and write on flipchart.

Task	Some possible answers	Time
Why should we educate people to stay safe online?	Keep person data secure and private.	15 mins
What do they need to protect?	Do not put personal details or any item online that would allow the client to be traced by another person. Make social media such as Facebook only accessible to friends. To know there are some websites which contain inaccurate information, some are potential dangerous or obscene. We need to warn about spam e-mails and how to recognise an e-mail from your organisation.	
How do we 'teach' these skills?	One to one, groups, Leaflets, Posters etc.	
Has anyone a story to tell about the dangers of the internet?		

Show the video <https://www.youtube.com/v/NtemO0uAx4M&nohtml5>

### Activity: Personal reflection

Time: 5 mins

What have I learnt from this training session?

How can I use this information when working with a client?

What other skills or information do I require in order to use LMI within my area of work?

What do I need to change which will improve encourage my clients' use of ICT tools to access LMI?