



Louise and Shanna at Facework's Hatch Workspace

CAREER DEVELOPMENT FACEWORK CHAPTERS

SUMMARY OF PROPOSAL

Across the world, many young people are struggling in their transition from the sheltered world of education to the fast-changing and insecure world of work. For example;

- Employers claim that young people coming into the workplace do not have the adequate soft-skills and positive attitudes needed for the world of work ¹.
- The rising levels of poor mental health among the young mean that we are seeing rising levels of employment inactivity. ²
- Many schools are in danger of not meeting the statutory requirement to provide impartial careers support for all students. ³
- The Cost of Living crisis is disproportionately affecting young people in the labour market. ⁴

But what if there was a creative solution to broaden employability training in schools and the wider community and support young people to understand the importance of career planning, develop their non-technical work skills and make the careers training offer more relevant and up to date at the same time?

What if a new programme enabled schools to support youth leadership and gain deeper relationships with local employers, community groups and previous alumni, so students had greater exposure to work in their final years of schooling? And what if the whole school community was energised through the experience and these chapters became an integral sustained activity within the school - a sort of 21st Century 'Finishing School' for the world of work?

We believe the **Facework Career Development Chapter** model could be a major positive contribution to career development within schools and community and in this proposal we set out:

- What we have learnt from piloting youth-led chapters in both the UK and abroad
- The new content and curriculum we have co-designed with young people.
- How we are working to establish a chapter for Ukraine young people living in the UK.
- How we would go about further testing the efficacy of the model and build a robust evidence base to demonstrate the positive impact and how we could scale and replicate this programme.

HOW THE CHAPTER WORKS

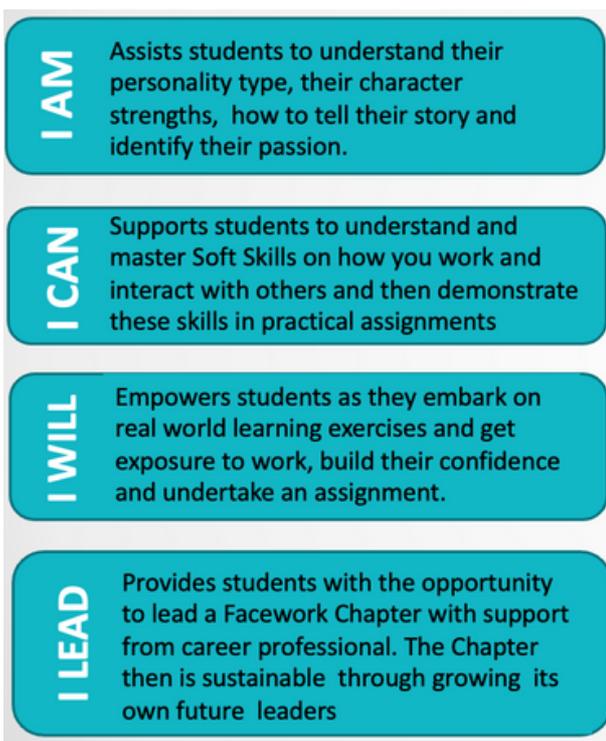
The 'Facework Chapter' (FWC) operates as a self-help and peer-career support group. Sessions are run by and for young people (16-25 yrs of age). After being trained and mentored by Career professionals, four FWC Leads run the sessions for up to 20 other young people who meet regularly to support each other and prepare for the fast changing world of work and enterprise opportunities. We believe these groups could be run within a school, university or community setting.

To date we have piloted these clusters in both the UK and India (see later) and there are some valuable lessons learnt about what works well and how youth 'own' and utilise different mediums and activities to better support their peers, secure valuable exposure to work - including meeting with employees -and learn together. The chapters have also been very effective at creating new employability and careers training resources and we now have a rich youth-created FW Challenge curriculum see www.face.work/challenges

The Chapter model has to work as a partnership with the Facework team working with a local Careers professional to provide the structure, space and facilities, safeguarding and support. However from day one, the young people are seen as active partners and the aim is to empower them to decide how to run their cluster, including the name and branding. It is unique in that:

- **LEADERS ARE GROWN:** Four team leaders are recruited and trained to run the group.
- **WORK CAN BE SUSTAINED;** The chapter can be repeated each year with leaders 'handing' the baton over to participants so there is consistency and sustainability
- **ALL SECTORS CAN BE ENGAGED** Youth can persuade employers and parents to be engaged as can school alumni who hold a 'thread' from school to work
- **NEW CONTENT IS CREATED** The pilots have shown that young people can come up with brilliant ways to create new learning resources and activities. For example the London pilot reached over 1,200 youth through their Instagram broadcasts.
- **LEARNING IS RE-MAGINED.** The Chapters are fun, interactive, different from school in part because they engage in real-world exposure to work and learning by doing.

A young person attending a chapter follows a 6-week journey through 4 different stages;



Facework Ethos and Values

Facework is primarily interested in developing young people's capacities, character strengths, practical soft-skills, behaviours and mindsets. This holistic approach, rooted in a highly localised, community-based approach to learning, is both essential and - we believe - replicable in a post-COVID world. The underlying principles of learning (see below) underpin the work we would do through the chapters and we believe passionately that working with and empowering young people to support their peers is an exciting way to both develop leadership and train youth for the skills needed in building a team, hosting a discussion, undertaking research and assignments, learning through doing, including what you learn through making mistakes.

FACE.WORK SIX PRINCIPLES OF LEARNING

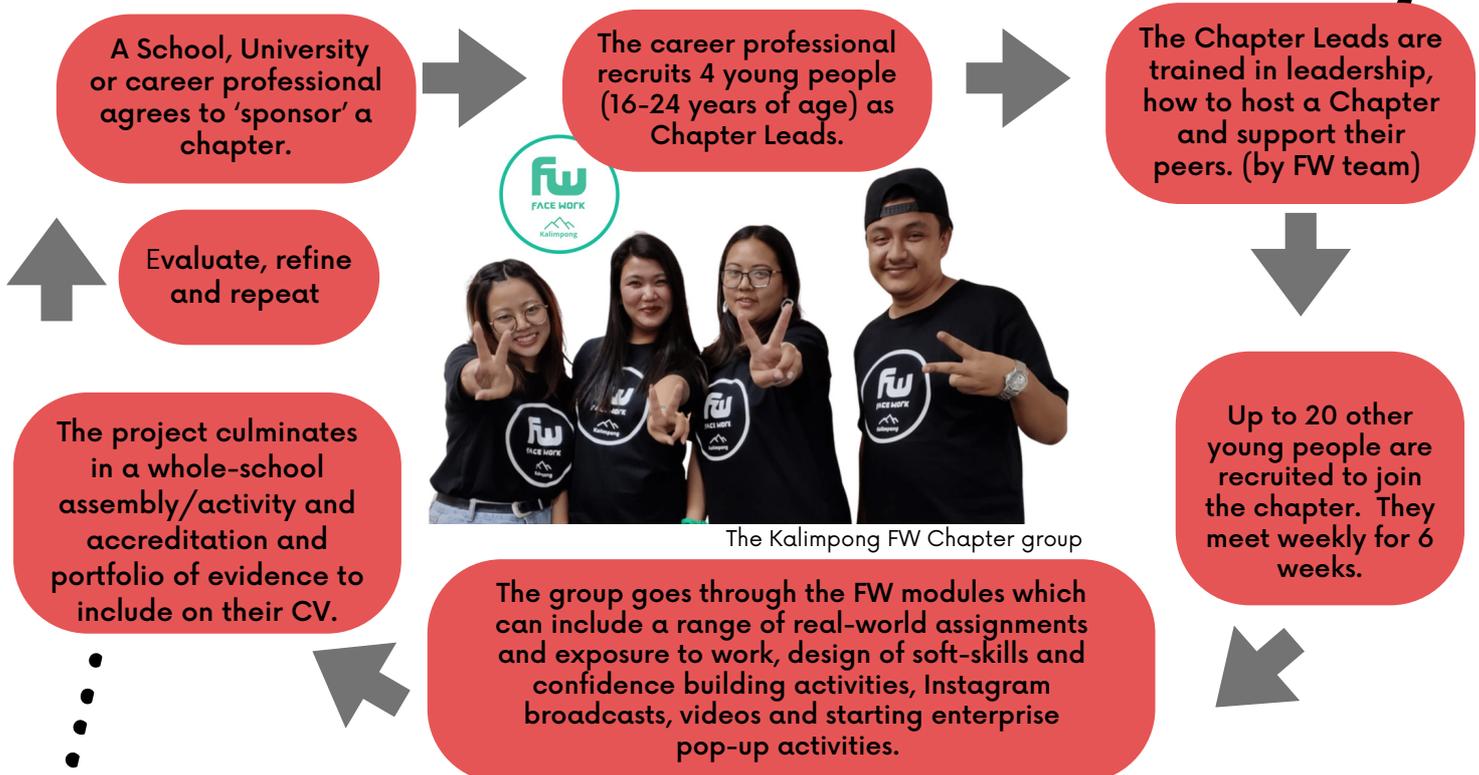
- 1 We learn best through real-world, active experiences and become better informed through listening to - and interacting with - our peers
- 2 We learn best through collaborating, which helps us become motivated to learn, engaged in learning, and reflects a key workplace skill.
- 3 We learn best when we consolidate our knowledge and find ways to share that knowledge, including bringing learning to life for others.
- 4 We learn best when we make better decisions, when we are better informed, and through creating and taking ownership of our own learning experiences.
- 5 We learn best when we get feedback and see the impact of our learning as real, embedded change, not with meaningless certificates.
- 6 We learn through being connected outside of our 'silos'. This includes utilising mobile technology to collaborate with others and explore opportunities to work across borders, in different languages, cultures, and economies.



The FW team have already designed training modules in:

- How people learn
- Effective ways to run a chapter
- Making learning fun
- Teaching soft-skills

The stages of developing a chapter

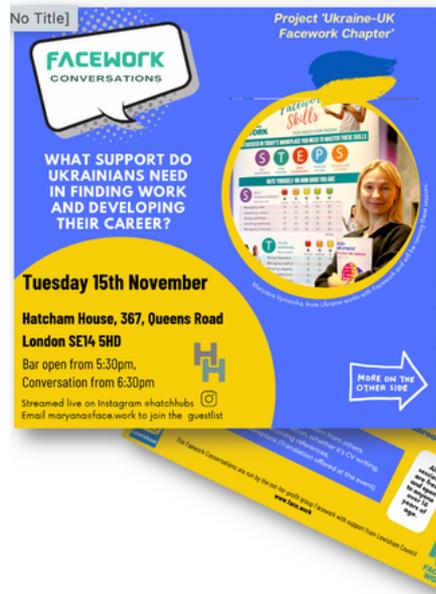


The FW and Career professional finds ways to accredit the learning and celebrate the success. Prizes, awards, certificates and or workplacements and potentially funding could be provided for winning ideas and achievements. The chapter needs to be evaluated carefully and lessons learnt fed back into the programme design and future delivery.

OUR NEXT PILOT

In the autumn of 2022 Facework was fortunate enough to appoint Mariana Vyniarska, an experienced Ukraine teacher and lawyer, who fled the war in Ukraine to find safety in the UK. Through the support of Lewisham Works she has been funded to work with us and help establish FW Chapter for Ukraine young people in London. (over 250 families in Lewisham alone).

We believe that if we can support those Ukraine youth while they are in the UK to become work-ready we can also work with them to design new employability resources for Ukraine youth (in their own language). Through videos, Zoom meetings and an E-learning platform we can then transport this Chapter to Ukraine and when the youth return we have a ready made group of volunteers who can then run chapters throughout Ukraine.



We are in the process of translating all the Facework resources into Ukrainian

Time table and activities:

November 2022	Recruit up to 12 Ukrainian youth in London
December - January	Train youth over 6 weekly Chapter meetings
January - February	Create E-learning resources and develop links in Ukraine
April -	Establish FW chapter in Ukraine
May	Establish new UK Ukraine cohort outside of London
June	Evaluate pilot and seek funding for expanding programme in UK and Ukraine

COSTS

We estimate that the costs of this project over the next 12 months will be £44,800

Staff costs (part-time Ukraine project manager (12k)	£18,000
FW Project Management and contribution to FW Staff	£12,000
Contribution to hosting Chapter (premises, refreshments etc) 12 sessions at £200	£2,600
Building E-Learning modules and professional videos (in Ukraine and english)	£8,400
Travel & accommodation - including one trip to Ukraine for 2 persons	£1,500
Evaluation and monitoring (external consultant support)	£1,500
Contingency	£800
Total	£44,800

Facework is constituted as a Community Interest Company with all profits ploughed back into the programme of work (not shareholders).

The activities of a FW Chapter

In the pilots in London and India we developed a range of sessions. Many of the teaching techniques and resources ideas came directly from the young people. This is what we want to continue to build and refine.

I AM

- Discovering Personality Types using online quizzes
- Identifying Character Strengths
- Telling your story through roll-play activities



The jobs of the future require young people to be good at these 5 core skills

S T E P S

SELF MANAGEMENT TEAM WORKING BEING ENTERPRISING PROBLEM SOLVING SPEAKING AND LISTENING

Explore your strengths with Facework STEPS and see how you can improve

S SELF MANAGEMENT

Rate yourself

Managing time	Not great	Need help	OK	Improving	Mastering	Score
Appearing smart	<input type="checkbox"/>	-				
Being confident	<input type="checkbox"/>	-				
Handling emotions	<input type="checkbox"/>	-				
Managing finances	<input type="checkbox"/>	-				
TOTAL						-

T TEAM WORKING

Rate yourself

Being adaptable	Not great	Need help	OK	Improving	Mastering	Score
Managing conflict	<input type="checkbox"/>	-				
Showing empathy	<input type="checkbox"/>	-				
Making decisions	<input type="checkbox"/>	-				
Promoting others	<input type="checkbox"/>	-				
TOTAL						-

E BEING ENTERPRISING

Rate yourself

Taking initiative	Not great	Need help	OK	Improving	Mastering	Score
Staying motivated	<input type="checkbox"/>	-				
Managing risks	<input type="checkbox"/>	-				
Leading others	<input type="checkbox"/>	-				
Building your network	<input type="checkbox"/>	-				
TOTAL						-

P PROBLEM SOLVING

Rate yourself

Thinking critically	Not great	Need help	OK	Improving	Mastering	Score
Being creative	<input type="checkbox"/>	-				
Asking questions	<input type="checkbox"/>	-				
Learning from mistakes	<input type="checkbox"/>	-				
Being resilient	<input type="checkbox"/>	-				
TOTAL						-

S SPEAKING & LISTENING

Rate yourself

Sharing your story	Not great	Need help	OK	Improving	Mastering	Score
Using body language	<input type="checkbox"/>	-				
Being a good listener	<input type="checkbox"/>	-				
Developing digital skills	<input type="checkbox"/>	-				
Mastering verbal skills	<input type="checkbox"/>	-				
TOTAL						-

How did you get on?

1. Which areas are you strongest in? 2. Which areas would you like to grow?

1. 2. 3.

1. 2. 3.

Would your parents, teachers, or best friends agree with your scores?

I CAN

- Mastering Soft-Skills using the Facework STEPS cards
- Building Confidence by learning to present to groups
- Discovering their Team strength - through drama.



I WILL

- Recognising and overcoming Fixed Mindset
- Undertaking research and interviewing employers.
- Having a go at running a real-world exercises



I LEAD

- Running the Groups and Instagram broadcasts
- Giving an assembly in a school about Facework
- Training a new Chapter.



The engagement with over 200 young people resulted in the co-design of the Facework STEPS soft-skill activities and 25 Challenge resources - see www.face.work/challenges



Learning in all areas of our lives

It's not just in school or the workplace where we learn, but in all areas of our lives. Use these prompts below to think about what, where and how you learn about *convert the challenge's*

1 When you are having fun?

- What activity makes you laugh?
- Why do you enjoy this activity?
- Could you use this skill in a work context?

2 When supporting a friend?

- How did you deal with the situation?
- What did this teach you about yourself?
- What jobs involve caring for others?

3 When you are most proud?

- How did you overcome the challenges?
- What did this experience teach you?
- Could you get a job doing this activity or mentor someone else to do this?

4 When you overcome a problem?

- What did you learn from this experience?
- What would you advise someone else experiencing this problem?
- What jobs use the skills you have learnt?

5 When using Social Media?

- What have you learnt about developing a positive profile?
- How did you get good at multi-tasking?
- Could you teach someone else to use Social Media?
- Could you get a job developing a brand's social media?



LEARNING BY DOING

LEARNING BY DOING IN THE REAL WORLD

KNOWLEDGE IS OF NO VALUE UNLESS YOU PUT INTO PRACTICE

1. To continue with my growth handling emotions what am I going to...
 stop doing? _____
 continue doing? _____
 start doing? _____

2. Who is going to help me keep on track? _____

3. How will I see the difference?
 one week _____
 one month _____
 one year _____

4. Who will I share my knowledge of this skill with?
 # _____

5. Which Character Strengths will I need? Highlight them below!

Appreciating Others	Bravery	Creativity	Curiosity	Fairness	Forgiveness	Gratitude	Honesty
Hope	Humility	Humour	Judgement	Kindness	Leadership	Love	Love of Learning
Perseverance	Perspective	Prudence	Self-regulation	Social intelligence	Spirituality	Teamwork	Zest

Learn more about Character Strengths at www.facework.online

6. What would you change, add or remove to improve this worksheet?
 send suggestions to info@facework.online

The Lessons learnt from the FW Chapter pilots

India

Between 2019 - 2020 Stephen ran Facework training sessions in 6 different states and settings from Schools, Universities, Youth Clubs and Teacher Training college. He then invested his own funds in developing a chapters in Kalimpong North India. Over this period we found:

- +**
 - There was near universal positive feedback from the students who we trained.
 - Students had strong opinions about the world of work and were engaged in the soft-skills and character strength exercises. (culturally very new to them)
 - Students undertook a survey with local employers in Kalimpong which gave them great understanding and started great conversations with employers.
 - Students appreciated the opportunity to design T shirts, posters, their instagram channel and IGTV live broadcasts.
 - Students appreciated the training modules (delivered over ZOOM) on how to run a chapter and the importance of employability training.
- - Key take away - we needed to take more care in both recruiting FWCLeads who were more experienced and had some wider experience of running a group.
 - The support from a local Career Professional was absolutely crucial.
 - Little engagement from schools or teachers (threatened by new techniques)
 - For a chapter to be sustained there has to be a local experienced co-ordinator
 - Covid impacted on the Kalimpong group and disrupted the face to face meetings



What do we mean by "young people as agents of change"?

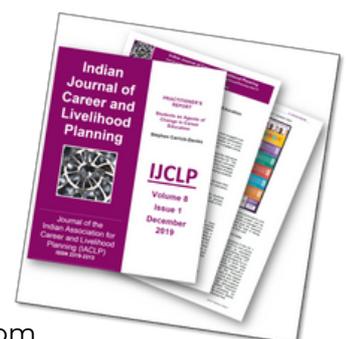
Empowering learners to have agency so they can:

- ✓ Challenge convention
- ✓ Think for themselves
- ✓ Tell their story
- ✓ Influence others
- ✓ Build their network
- ✓ Develop a life-long love for learning
- ✓ Be an advocate for others



In a careers education context it is helping the learner to:

- ✓ Understand themselves, their values and character strengths and why and how their mindsets are shaped.
- ✓ Find their voice so they can articulate their choice of what to do in the world.
- ✓ Facilitating and inspiring them to be agents of their own learning and destiny, not doing things "to" young people.



Left - training modules delivered over zoom. Above one of the slides from the training sessions and the results of the Character Strength exercises and case study written up and published in the Indian Journal of career and livelihood planning

London

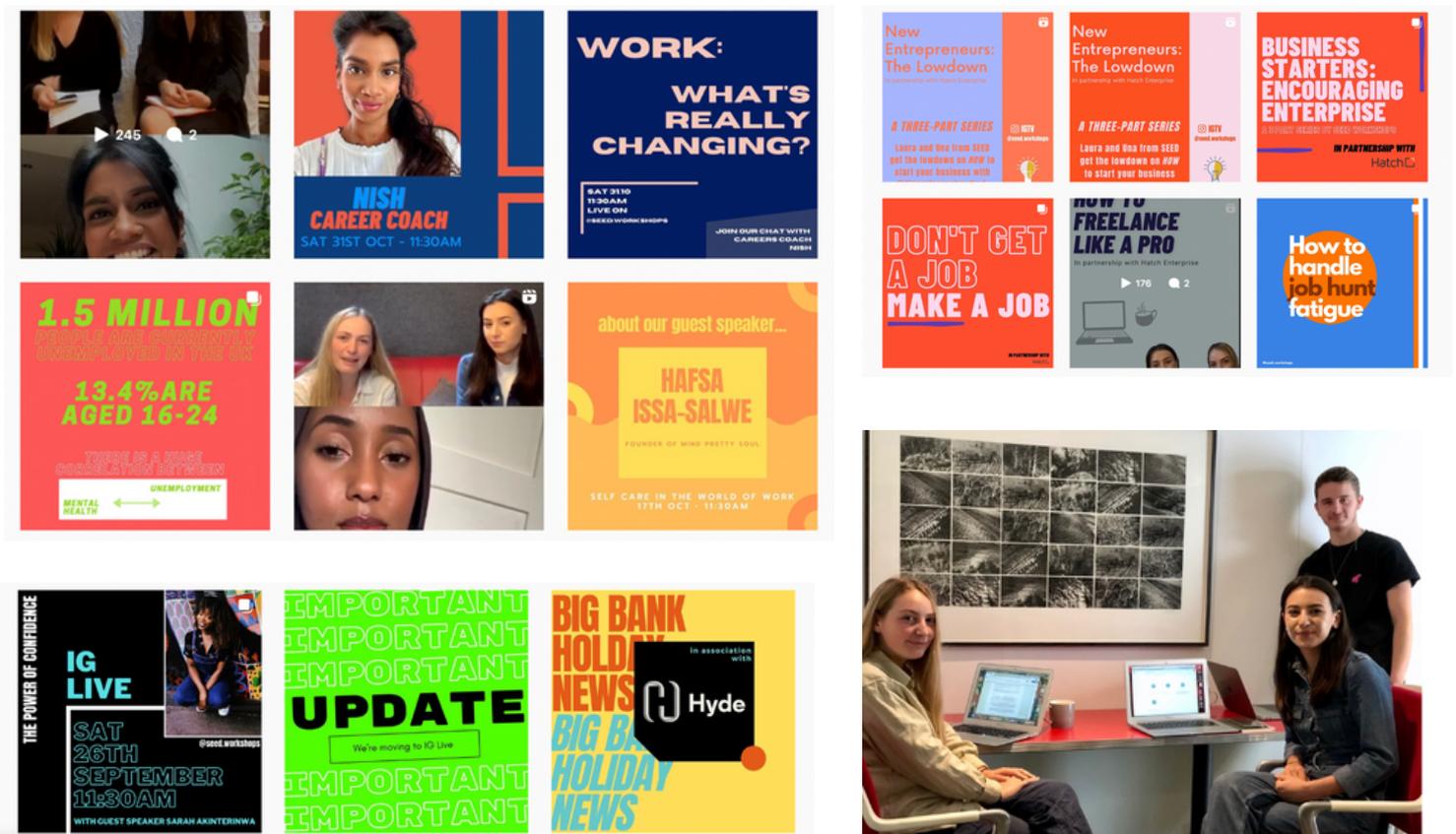
Between November 2020 - March 2021 Laura (a Facework member at Hatcham House) worked with 2 other young people to run Employment training sessions for their peers. When Covid came the team piloted the training from face to face small group work to Instagram Broadcast and making films about how their peers had developed their own enterprises and overcome barriers to employment.



- The three students who undertook this assignment were able to work well together and following the sessions all got full-time employment
- The team came up with their own name (not FW) but SEED workshops. When the rule of 6 came into affect the team pivoted the training to Instagram Live.
- Over 1,200 unique viewers watched the Instagram live broadcasts which the team undertook with other YP who were just a little bit older and shared their experience on overcoming anxiety, building your confidence, understanding yourself.
- The team also made videos from 3 other youth lead businesses as to what were their success criteria and advice they would give to their younger self.
- The project was funded by a small grant of £5,000 so the young people running this were rewarded which gave them a sense of value.
- The sessions were fun and engaging and the young people learnt a great deal about leadership, running sessions, presenting and the soft-skills needed in work.
- The team learnt valuable skills such as using CANVA to create training content and marketing resources, using their phones to broadcast, writing evaluation report for the funder, showing evidence of impact (including monitoring engagement).



- When the 3 month pilot came to an end the young people had secured full-time employment so there was no-one who could take over the sessions. Succession planning is crucial to continue the model.



Above left - promotion for the 6 Broadcasts the team delivered over Instagram which combined attracted an audience of over 1000 unique views - see @seedworkshops on Instagram

Right - the 3 young people aged 20- 26 years old.