



CAPE

Careers Advice and Pathways to Employment

Agreement number: 2015-1-PL01-KA202-016802

IO n. 1: Literature Review Report

CESIE

www.cesie.org



*developed by CESIE
May 2016*



Index of contents

Introduction.....	4
1. Career Advice and Guidance General Concepts.....	4
2. Career Advice and Guidance in partner country.....	5
2.1 National initiatives identified in EU partner countries.....	5
2.2 Regional and local initiatives identified in EU partner countries.....	7
2.3 Initiatives in VET providers and schools in EU partner countries.....	9
3. Impact of Career Advice and Guidance in reducing ESL.....	10
4. Practices in EU partner countries.....	11
4.1 Practices in Hungary.....	12
4.1.1 National Guidance Portal.....	12
4.2 Practices in Romania.....	17
4.2.1 Second chance experiences in School Nr.5.....	17
4.2.2 Advice and guidance for future employment.....	22
4.2.3 Education and Career Guidance – Let’s help the students choose a right career!.....	26
4.3 Practices in Cyprus.....	30
4.3.1 Educational Priority Zones.....	30
4.3.2 Apprenticeship Scheme.....	33
4.4 Practices in Poland.....	35
4.4.1 Guarantee for Young People – Equal on the Job Market.....	35
4.4.2 Observatory of the labour market for education.....	38
4.5 Practices in Italy.....	40
4.5.1 Training and Innovation for employability- School and University.....	41
4.5.2 ENGIM Artigianelli – Vocational Training Center.....	43
4.5.3 Work-based learning.....	45
4.6 Practices in Spain.....	47
4.6.1 In VET project: preventing Initial Dropout and fostering trainee’s inclusion.....	47
4.6.2 eFuture Project: ICT and mobile technologies in practice for Youth at Risk.....	49
4.7 Practices in Portugal.....	53
4.7.1 Identification / Description of good practice in vocational guidance for young people at risk of	

dropping out.....	53
4.7.2 Vocational Development portfolio: "Looking ahead ... look who I am!"	55
4.7.3 Vocational Development portfolio.....	58
Conclusion	61



Introduction

The Erasmus + project **“CAPE – Careers Advice and Pathways to Employment”** aims at supporting and improving careers advice and guidance services for young people at risk of early school leaving (ESL) and at enabling them to develop career management skills and make better career choices.

As part of the project, the **Literature Review Report (IO1)** aims to raise the awareness of the current state of the art about the situation of young people at risk of ESL, paying attention on the careers guidance and initiatives target to them. The partner countries Stowarzyszenie Profilaktyczno-Wychowawcze Fenix (Poland), EURICON (Netherlands), EfVET (Netherlands), Intercollege (CY), Fogytákos Személyek Esélyegyenlőségéért Közhasznú Nonprofit Kft. (Hungary), CESIE (Italy), Scoala Gimnaziala Nr5 Piatra Neamt (Romania), Confederacion espanola de Centros de ensenanza Asociacion Anespo (Portugal) and C.E.C.E. (Spain) have conducted desk research at national level, which results are analysed below and consists in an overview of the **careers guidance practices and initiatives in schools and VET providers existing in all partners’ countries**, and **the inventory of existing practices of careers advice for young people at risk of ESL identified by partners**.

CESIE as responsible for the development of this **Literature Review Report** provided a template to partners for the development of a country desk research and for the identification of practices. The practices are displayed below. The results of these partners’ report will represent the basis for the development of the other Intellectual Outputs, in particular for the development of the IO3 (Guide to Practice in Careers Advice for NEET’s).

1. Career Advice and Guidance General Concepts

The growing personal and social cost of early leaving from education and training, has led educational policy-makers all over Europe, to focus their attention on counter measures to eliminate this phenomenon¹. The majority of such measures focus on promoting student development.

According to the concept of career guidance formulated by the OECD and the EU, it includes activities like providing career information and advising, competence assessment, mentoring, supporting career decision-making, developing career management skills, which help citizens assess and identify their skills, competences, areas of interests and make decisions concerning training and employment. Thus, in the world of learning and working they should be able to make and manage their own decisions.

In this report, we will analyze how these services are implemented in the different partner countries and which are the strengths and weaknesses of the different systems on the basis of the definition mentioned above.

¹ European Commission Directorate General for Education & Culture, 2005; National Research Council, 2001

2. Career Advice and Guidance in partner country

In the EU Partner countries the schools system and the vocational training provided are different, thus the Career Advice and Guidance is carried on by different professional figures – as teachers, tutors or psychologist – and managed by different national or regional institutions as Ministry of Education, Regional Government, Vocational Institutions, Centres/Online Platforms build up for this propose. Consequently the Career Advice and Guidance appears provided through different channels and in different stages of citizens’ life, with a particular focus in the adolescent time. Here below we report the National, Regional and Local initiatives in Career guidance and service identified by partners, and the ones provided and managed by VET providers and schools.

2.1 National initiatives identified in EU partner countries

Portugal has one of the most nationalised Career Guidance and Advice System (within the Europeans partners countries), which foresee the involvement of different professional figures for its implementation. Concerned about the ESL issue and qualification of young and adult people, the Portuguese Government created CQEP - Centros para a Qualificação e Ensino Profissional (Centers for Qualification and Vocational Education), implying an integrated and coordinated action among the different entities participating in the education and training system across the country.

These entities are: employers; training entities (schools, training centers, approved organizations); social and Solidarity Network; counties; associations; services and Public Administration.

CQEP teams consists of a Coordinator who represents CQEP institutionally and assures its proper functioning at a pedagogical management, organizational and financial level; a Guidance, Recognition and Validation of Competencies Technician (TRVCC) responsible for candidate registration, diagnosis, information, orientation and guidance and carrying out the Recognition, Validation and Certification of skills.

These teams are complemented with external trainers or teachers in the development RVCC processes, as schools are active part of this process and support CQEP teams.

Hungary develops a similar system for the recognition of professional and Key competences which is indeed online - a Career Portal provides useful information about the world of education and labour market, and offers a career orientation questionnaires which helps inquirers with career planning.

Moreover guidance activities and development are provided by centralized institutions as the Ministry for the National Economy and the Ministry of Human Capacities.

The Hungarian Chamber of Commerce and Industry (HCCI) has also become a significant role player in career guidance since 2013. Nationwide, it has a career orientation referent in each of the 19 countries plus one in the capital and a website addressed to young people looking for information and guidance related to occupations.

In **Cyprus** in order to compensate early school leaving, the Ministry of Education and Culture established the operation of second chance schools in the main geographical districts across Cyprus. These schools offer early school leavers the opportunity to re-enter the school system, obtain a

qualification at secondary level, move on to tertiary education-if they wish and/or re-enter the labour market. For young people of ages 14–21 dropping out from school, there is also the alternative educational pathway of entering the Apprenticeship Scheme aiming to improve basic employability skills. The Apprenticeship Scheme targets the development of eight key competences and intends to help students respond to the needs of the labour market. It seeks to develop their learning skills and facilitate their employability, by supplying young people with certifiable vocational qualifications in line with the needs of the economy, mainly through fostering the employment and in-company training of apprenticeship students in the private sector.

Moreover, to reinforce career development and counseling the Cyprus Ministry of Education and Culture has established the Career Counselling and Educational Services (CCES) aiming at the personal, social, educational and vocational development of students of high school, of all public Secondary and Technical schools. The CCES mandate is to help students to develop self-esteem and to identify their abilities, skills, competences and interests. These Services aim to support pupils to develop the necessary skills to cope effectively with personal, family and social issues in life and to develop the necessary skills that allow effective decision-making concerning educational, vocational and personal choices, to learn about labour market requests.

In **Poland** there is a National Centre for Supporting Vocational and Continuing Education (Krajowy Ośrodek Wspierania Edukacji Zawodowej i Ustawicznej) – cooperating with the Ministry of Education, that is a central, public, national-level institution providing professional development services for teachers. Specifically the mission of the Centre is to inspire, prepare and coordinate activities related to professional development of teachers from vocational schools and schools for adults.

<http://www.koweziu.edu.pl/index.php/english>

This Centre belongs to Euroguidance Network – Linking Lifelong Guidance and International Mobility across Europe <http://euroguidance.eu/>

In **Italy** at national level in 2014 the MIUR (Ministry of Education) issued the national guidelines for lifelong guidance² in which confirms the value of guidance not merely in relation to school to work transition but also with a view to lifelong development of each individual. With regard to educational guidance, the document stresses the role played by the school system, through guidance teaching activities in order for the young people to acquire transverse skills. This has to be accompanied by assistance and guidance counselling activities to be carried out in response to specific individual and group needs. The guidelines also introduced the guidance tutor for all the educational institutions with the duties of organising and coordinating the guidance activities. However the Italian Career guidance and advice keeps to be decentralised as stated in the next paragraph.

There are also guidance services available on the web, which offer information related to professions and to training or vocational courses, for instance:

² *Linee guida nazionali sull'orientamento permanente*, MIUR, 2014, http://www.istruzione.it/orientamento/linee_guida_orientamento.pdf

- the Ministry of Labour portal Cliclavoro³, gives advice on job seeking, information on professions and employment contracts;
- the MIUR portal⁴ allows to find out more about the education offer at secondary and post-secondary level and gives information about the labour market;
- Orientaonline by Isfol⁵ enables detailed exploration of professions;
- Jobtel⁶ gives information about employment and training.

In **Romania** there is the lack of a coherent national career guidance system targeting the initial and continuous vocational training. From the SWOT analysis included into the Strategy for Vocational Education and Training in Romania 2015-2020⁷ the strengths within counseling services registered at national level are the following listed below which refers to local entities for its implementation:

- the existence of an institutional framework of counselling through the local agencies for employment (AJOFM)⁸;
 - the involvement in guiding and advising students of CJRAE (“Centrul Judetean de Resurse și Asistența Educatională”), organisms activating at local level providing resources and support for education;
- More over at national level it has been registered an increased attention for the development of career consultancy services for students and youth at risk, in particular for the development of specific instruments, expertise and organisms – through the implementation/development of national and international projects.

At national level in **Spain** a professional guidance portal named “National Resource centre for vocational guidance (NRCVG)” promoted by Ministry of education, provides support services for internationalization of education. Its main objective is to foster professional and educational mobility projects in Europe.

Moreover it seeks to enrich national system of guidance by introducing the best European practices.⁹

2.2 Regional and local initiatives identified in EU partner countries

Regional and local policies characterised the development and implementation of Career Guidance and Services of the following partner countries: Spain, Romania, Italy and Poland.

In **Spain** there has been a process of decentralisation that has affected the education and employment sectors with regard to career guidance. Career guidance services are managed within the educational System and the employment system, and further by different institutions, organisations of the central government and of the autonomous communities (i.e. employers, trade unions etc..).

³ <http://www.cliclavoro.gov.it/Pagine/default.aspx>

⁴ <http://www.istruzione.it/orientamento/>

⁵ <http://orientaonline.isfol.it/>

⁶ <http://www.jobtel.it/>

⁷ Strategia educației și formării profesionale din România pentru perioada 2015-2020, Ministry of National Education and Scientific Research, www.edu.ro;

⁸ Strategy for Vocational Education and Training in Romania 2015-2020

⁹ More information about it are available at www.educacion.es - www.todofp.es

In **Italy**, the management of the vocational training and guidance services, within the sphere of the employment services, is coordinated by regions and local authorities. Guidance should also be part of the official activities of all the schools and an integral part of their curricula.

In Italy, the public career guidance service aimed at young people of school-going age is provided outside the school sphere by services set up by Regions since they are responsible for career guidance. The main public figures in career guidance are:

- placement services: they mainly provide services on reception, information, guidance and assistance with drawing up a vocational or training project. Sometimes there are dedicated counter for young people.
- Information and career guidance centres: operating at the local level. They offer young people information not only about possible training or vocational courses but also other kinds of information.

In addition to the public services, the offer of guidance for young people can also be supplemented by various private bodies (e.g., Chamber of Commerce, training authorities, employment agencies, etc.) based on the liberalisation of the market for employment services.

In **Poland** there is no central arrangements which concern particularly/exclusively students who drop out of mainstream system of education.

There are institution and organizations that realize projects being aimed to support such students, in order to develop their Key Competences and explore their professional attitudes. For example:

- Foundation "Research Institute for Private Enterprise and Democracy" realized in 2014 project RAPPOR – Building rapport to prevent early school leaving (Comenius LLP) addressed students, teachers, trainers and parents of pupils of secondary school, to fight early school leaving trend at European level.¹⁰

- The Association of Drama Practitioners STOP-KLATKA use drama in such areas as education, prevention, rehabilitation, developing interpersonal, social and civic skills, preventing discrimination and exclusion as well as building ties within local communities. They realized project FOTEL - Theatre Forum against early leaving the school. The aim of this project was research, as far as application through teachers dramy and the method of theater forums in combination with practical knowledge about intercultural account decreases the risk of early school leaving in the group of young people.¹¹

As mentioned in the paragraph above, **Romania** career guidance system towards youth is affected by a lack of national framework. At local level several small scale initiatives has been registered, which are addressed to students from rural area and from Second Chance Schools. However the access towards those counseling services or trainings is restricted as students and youth from rural areas are less likely to actively and independently research for information online and in different resources.

¹⁰ More information are available at <http://rapport-llp.eu/>

¹¹ More information are available at <http://stop-klatka.org.pl/fotel-teatr-forum-przeciw-wczesnemu-opuszczaniu-szkoly/>

2.3 Initiatives in VET providers and schools in EU partner countries

VET providers and schools seem to be crucial for the development and implementation of Career Guidance and Services in all partner countries.

From the Study Special Eurobarometer 417 – it comes out that a quarter of EU Citizens have used a career guidance service mostly while there were still in education. The majority of people that have used a career guidance service say they did so while they were still in education (61%). Although services have also been used by respondents when looking for a job (36%) or when looking for additional education or training opportunities (23%). Small proportions of respondents say they have used a career guidance service when finding out whether knowledge skills gained outside formal education would be recognised (5%) or when looking for opportunities for job or study in another EU member state (3%).¹²

In **Italy**, guidance should be also part of the official work of all the educational establishments and an integral part of the curricula as well as of the entire educational and training processes. During upper secondary school and during the last two years of the course, the schools are required to organise activities in the preparation for the choice to be made at the end of studies. The initiatives and the time devoted to them are the responsibility of each educational establishment and are therefore not easy to standardize. Schools express their autonomy in the education offer plan (POF) drawn up by the teaching staff and adopted by the school council and by the headmaster on the basis of an analysis of the needs and a resources of the area.

Thus, the headmaster has the possibility to organize a different teaching offer and organizing extra-curricular courses, also aimed at bringing education closer to the labour market.

In the **Netherlands** the vocational and educational system is relatively complex in European terms, with a number of education pathways.

VET providers in the Netherlands are relatively autonomous. They work within a broad legal framework and a national qualification structure but have freedom in shaping curricula.

Many schools opt to recruit a student counsellor to assist learners with their career choices, often on an individual basis. Schools can also choose to include study or career choice lessons in the curriculum, covering subsequent training, education and employment options. These lessons can be quite structured in nature, using, for example, a textbook or film.

At national level in **Romania** schools have integrated in the curricula an hour per week of “orientation and counselling”, exactly in the lower secondary level class, for 3 years¹³. Particularly attention is being paid to schools of the countryside that register an higher percentage of difficulties in accessing into guidance services.

In **Spain** vocational and educational guidance is a compulsory subject in all VET courses. This guidance is managed by teachers that usually have a degree in law or economy. This team is administrated and

¹² Special Eurobarometer 147 /Wave EB81.3 – TNS Opinion & Social, European Area of Skills and Communications (June 2014)

¹³ Strategia educației și formării profesionale din România pentru perioada 2015-2020, Ministry of National Education and Scientific Research, www.edu.ro;

coordinated by the educational administration of autonomous communities, except for Ceuta and Melilla that are under the Ministry of Education.

In Integrated schools for VET Education (in VET centres and in Employment local services) we find guidance teams which provide to pupils information about their learning opportunities and paths, thus also about all VET offers. Moreover these teams guide students in their personal/professional pathways by supporting them in the acquisition, assessment and accreditation of professional qualifications and competences. The aim is to foster employment and re-employment and to improve professional life and professional mobility. The target of this service are students from any kind of VET centers, unemployed people and any citizen in need of guidance for the professional path.

In **Portugal** schools are active part of the system RCVV above mentioned. Teachers support psychologist for providing such career guidance/services. The CAPE partner ANESPO has twenty VET schools associated that promote CQEP among their trainees with ESL issues in the North, Center and South of Portugal.

All these schools have a program concerning trainees in risk of ESL and work with other entities in order to include these trainees not only in the schools' activities, but also to let them know what they can find after finishing compulsory education – labor market.

In **Hungary**, as the age of starting VET has been decreased recently, the importance of career orientation activities has grown in primary schools. Two of the actors remain schools and VET providers. Though career orientation has been part of the National Core Curriculum since 1995, it is subsumed within a range of key competences meaning that no separate lessons are devoted to it. Still, a great number of schools are committed to help pupils in guidance with arranging different events and activities. In many cases schools organize special programmes where different experts of the issue and/or businessman and professionals are invited to talk about their work. In some cases workplace visits are arranged and pupils can ask questions.

VET providers often arrange so called open days that are visited by pupils from neighbouring primary schools. These events allow them to get insight into trades trained there and into the life of the VET-school.

3. Impact of Career Advice and Guidance in reducing ESL

The analysis of the countries desk researches show that the most significant positive impact of Career Advice and Guidance initiatives in Early School Leavers are the one of Portugal and Cyprus:

In **Portugal** according to some schools that participated in the Country Desk research, the programs promoted by CQEP – Centros para a Qualificação e Ensino Profissional (Centers for Qualification and Vocational Education) above mentioned, have a positive impact on the beneficiaries, as the majority of the trainees involved have continued their studies at secondary level courses with which they identify and, consequently, there has been a strong reducing in ESL. Specifically in D. Sancho Education – Vocational School 80% of young people and in COOPETAPE/ETAP Vocational School 95% of young people beneficiaries if the Career Guidance Service have continued their higher education

studies and courses thanks to which they identify themselves and can easier be integrated in the labour market.

In **Cyprus**, as stated in the paragraph above, the Ministry of Education and Culture has fostered the inclusion of Early School Leavers in the school system, thanks to institution as the Second Chance School, and key policy as the Educational Priority Zones (EPZs). According to a Cyprus state-wide survey, 2% of pupils of compulsory lower secondary education (12 -15 years old), drop out every year from school, while the percentage of pupils dropping out of upper secondary education, is much higher and reaches 18.1% (Symeou et al., 2014)¹⁴. This percentage appears rather disturbing taking into consideration the country's small size. The percentage of early school leavers in Cyprus, has dropped from 18,5% in 2000 to 11,4% in 2012. The EU27 average in 2012 was 12,8%, while the EU2020 aim is to reduce the dropout rate to 10% by 2020 (Human Resource Development Authority, 2013)¹⁵. Thus, Cyprus performs much better than the EU average in the area of early school leavers.

Instead in **Netherland** even if it has a well-structured Vocational school system, characterised by a positive and constructive relation with the labour market, pupils at risk of Early School Leaving do not seem so well supported for the recognition of their competences and recognition of the personal/professional path to be undertaken. Specifically, research about “study quitters and switchers”¹⁶ demonstrates that the primary reason for stopping or changing education is an incorrect choice of course. Learners who have finished courses that they felt were wrong for them indicate that the information that had been provided about the course was inaccurate, or that they had not put enough thought into it beforehand. Prior expectations do not match up to reality for a large group of ‘quitters and switchers’. Currently, about one in five participants leaves Senior Secondary Vocational Education without a diploma (CBS, 2010). Career guidance is therefore a ‘hot’ topic within the Dutch education system. More attention must be paid to improving provision in relation to vocational education and training.

4. Practices in EU partner countries

All the partners involved in the desk research have undertaken also a research about the existing practices which aim to improve the careers advice and guidance for young people at risk of Early School Leaving. Partners identified totally 16 practices which are carried out through different channels (i.e. online platforms, face to face trainings, online resources, etc...) and thus managed by different institutions (Ministry of education, vocational schools and centres, local associations, etc.), and implemented at National, Regional and Local level. In the paragraphs below are displayed all the practices clustered per country.

¹⁴ Symeou, L., Martínez-González, R. & Álvarez-Blanco, L. (2014). Dropping out of high school in Cyprus: do parents and the family matter? *International Journal of Adolescence and Youth*, 19(1), 113–131

¹⁵ Human Resource Development Authority. (2013). *Early leaving from vocational education and training Cyprus*. Cedefop Refernet.

¹⁶ Zijlstra & Meijers, 2006

4.1 Practices in Hungary

In Hungary partner individualized the following practice which is a National Guidance Portal which aims to renew lifelong guidance services and tools and make them accessible to everyone, and to support in decision making process related to learning and employment path to be undertaken.

4.1.1 National Guidance Portal

Careers guidance PRACTICE 1	National Guidance Portal
Name of Institutions that implemented the practice	National Labour Office (Nemzeti Munkaügyi Hivatal), earlier: Public Employment Service Budapest, Hungary
Contact details	http://eletpalya.munka.hu/ E-mail: tamop222@lab.hu new portal in testing mode: https://palyaorientacio.munka.hu/
Summary	<p>In 2010 the National Guidance Portal (Nemzeti Pályaeorientációs Portál) was launched within the framework of the SROP 2.2.2. programme. The portal provides useful information about the world of education and labour as well as different jobs and professions.</p> <p>Career orientation questionnaires can be filled in to help career planning.</p> <p>The national journal of lifelong guidance and counseling, which can be downloaded from the portal, (Életpálya-tanácsadás) provides useful information and good practices for guidance practitioners and guidance professionals: http://eletpalya.munka.hu/eletpalya-tanacsadas-folyoirat</p> <p>At present a new portal is being launched where even more services will be available.</p> <p>https://palyaorientacio.munka.hu/</p>

<p>Objectives</p>	<p>Objectives of the SROP programme a part of which then National Career Portal was created: ‘to renew lifelong guidance services and tools and make them accessible to everyone, with the longer term aim of supporting decision making related to learning and employment’. The key objectives are to create a national network of lifelong guidance which:</p> <ul style="list-style-type: none"> - focuses on the entire career of individual and provides services that fit in with career decisions and critical transformations of the working life; - makes information accessible to the general public, through the use of ICTs, classroom-based work and contact points; - provides high quality lifelong guidance services; - prepares lifelong guidance professionals; - creates a network of stakeholders.
--------------------------	---

<p>Background</p>	<p>The National Labour Office shall be a central agency in charge of implementing tasks related to employment policy, occupational safety, labour affairs and vocational and adult training.</p> <p>Within its employment policy remit, the Office shall, in addition to directing the professional activities of Labour Centres and local branch offices, provide information and advice on employment abroad. It shall coordinate the accomplishment of central labour market programmes and organise, manage and coordinate employment and training programmes financed from the funds of the European Union. It shall direct the development of services delivered within the framework of the National Employment Service. It shall collect and analyse data on changes in salaries and wages, the annual activities of private placement and temporary work agencies, and the employment of foreign workers in Hungary subject to licensing and reporting obligations.</p> <p>As of 1st January 2012, the Occupational Safety and Labour Affairs Directorate shall be a separate organisational unit under the National Labour Office with its own remit and competence. The Government assigns the Occupational Safety and Labour Affairs Directorate and the occupational safety and labour affairs units of the metropolitan and county-level government offices to perform tasks related to occupational safety and labour administration. The Government assigns the Occupational Safety and Labour Affairs Directorate as the agency responsible for occupational health and hygiene services.</p> <p>The Government assigns the National Labour Office as the agency responsible for vocational and adult training. The tasks laid down for the agency responsible for vocational and adult training in the Acts on vocational training, on adult training and on vocational training development shall be fulfilled by the National Labour Office. The tasks related to operating the Vocational Textbooks and Training Supplies Board, as laid down in the Act on the textbook market, shall be assigned to the National Labour Office.</p>
--------------------------	--



<p>Actors</p>	<p>X Career guidance service X Second change schools X Disadvantaged young people</p>
<p>Challenge</p>	<p>Before developing the portal, there used to be smaller sites providing different kinds of information on career guidance but they had quite small publicity. The design of ICT-based tools and information was identified as a priority within the programme of SROP 2.2.2. The creation of new career orientation videos and occupational/profession profiles has made a valuable contribution to portal developments.</p> <p>Most employers, particularly smaller businesses, value experience above all other criteria when it comes to recruiting young people and adults. There is a new reality of emerging enterprise policies linked to economic recovery and growth. There is growing evidence of differing trends that are shaping the future of jobs, skills and growth, alongside possible disruptions to these trends that could change the future of work. The design and development of high quality video materials and other resources that reflect these changes can add value to lifelong guidance policy dialogue at a local, regional and national level.²</p>

<p>Approach</p>	<p>The SROP 2.2.2 programme laid special emphasis on developing tools and services used in guidance and career counselling interventions as well as on the training of counsellors. The first phase of the programme was realised between 2008 and 2010 and the second phase was implemented between 2012 and 2015.</p> <p>The centrality of the web portal, as a means of bringing together a range of different databases in the interests of the end-user, making use of client and practitioner questionnaire surveys, providing a common resource for career guidance services to use, and encouraging individuals to make use of online tools. Activities done in order to fulfill objectives:</p> <ul style="list-style-type: none"> - Producing videos and selected samples of occupational/profession profiles; - Developing a network of career guidance professionals, operating on a lifelong basis, and extending lifelong guidance practices with other professionals; - Linking this network to strengthen networks of guidance practitioners at a local level e.g. working with teachers and employers through local Chambers of Commerce. <p>A new portal (https://palyaorientacio.munka.hu/), developed in the second phase (2012-2015) is available in its beta version at present.</p>
<p>Outcomes & Impact</p>	<p>Till 2015 the project trained 4000 people in 'Career-Path' courses and had 340.000 registered members. Nearly 130 short films introducing trades and professions can be found on the site, while the new portal has more than 400 of them.</p> <p>The portal has attracted more than 900,000 visitors since the start of project.</p> <p>The production of different occupational descriptions, with separate versions for young people and for adults, are each supported with an information sheet. Different questionnaires were designed to identify a profession and/or occupational sector that could be a potentially 'good match' for individuals. The questionnaires are thought to inform and support individual's future learning targets.</p> <p>In preparation for the launch of a new portal, several events, for example, career fairs were organised throughout the country to promote this new resource. It was not a main objective of the programme; however the approach offered complementary and existing practices. During these events it was reported that 5,100 people took part in one-to-one counselling.</p>



Evidences of Success	NA
Further information	http://euroguidance.eu/guidance-in-europe/national-guidance-systems/guidance-system-in-hungary-overview/ http://euroguidance.eu/guidance-in-europe/national-guidance-systems/guidance-system-in-hungary/
*Available resources/tools	NA

4.2 Practices in Romania

The practices models identified and presented by the Romanian partners are mainly isolated initiatives undertaken by a number of individual organizations, mostly through external grants.

The list of models presented is not exhaustive but illustrative for the situation of career consultancy in Romania: a number of beautiful and innovative ideas are implemented by organizations, but only addressing limited target groups and without benefitting from a national framework or other large scale support. Such initiatives may, according to partner’s judgment, to have a strong local impact, but for a national or regional visible impact, the necessity of involving more resources and addressing larger groups is visible.

Most of the above mentioned initiatives create career advice/planning resources such as tests, advice and tips to be used either by teachers/career counselors or students. However, as already mentioned, students from a disadvantaged background are less likely of taking the initiative of actively seeking for such tools as long as they are not encouraged and motivated to do so.

4.2.1 Second chance experiences in School Nr.5

Careers guidance PRACTICE 1	Second chance experiences in School Nr.5, Piatra Neamt, Romania
Name of Institutions that implemented the practice	School Nr. 5 Piatra Neamt, Neamt County, N-E region, Romania

Contact details	<p>Mrs. Mariana Roşanu-headmaster of Gimnasyial School Nr.5 Piatra Neamţ, Romania,Tel: E-mail: scoala5p.neamt@yahoo.com, Website: www.scoala5piatraneamt.ro</p>
Summary	<p>Second chance implementation in a public low secondary school in Romania.</p> <p>Gymnazial School Nr.5 Piatra Neamţ is a public school with more than 100 teachers working for more than 1400 students aged between 3 and 15 years old. Since 2008 we applied for 2 classes of Second chance in order to solve the problem with the rowdy teenagers who were sitting every evening round the school, because they had no job, just were threatening the younger students and causing damage in the schoolyard.</p> <p>As soon as they saw someone cares about them and the school can help them finishing the compulsory education and learning a profession, they accepted to return the school and after a while they succeeded to change their behavior. Moreover they managed to find a job in Romania or abroad and they recommended the Second chance courses from our school, to their friends or relatives.</p> <p>Even if the task of teachers was to provide them basic and vocational education, they did many hours of counseling, working on increasing the self-esteem and acquisition of communication skills. They also applied for European projects like Leonardo da Vinci IVT, so students could benefit from a traineeship of 3 weeks abroad, improving their social and language skills. In order to increase their chance of employment, the school signed collaborative partnerships with potential employers, facilitating their integration into society.</p>
Objectives	<ol style="list-style-type: none"> 1.Reducing illiteracy and delinquency in the region giving the teens a second chance for education; 2. Providing the social, basic and communication skills in order to increase the social insertion for more than 25 teens every year since 2008; 3. Confirm the partnership between our low secondary school, technological high school and entrepreneurs from surroundings.

<p>Background</p>	<p>Beneficiaries: Young people, boys or girls, aged over 14 years who left the school before finishing the compulsory education, unemployable, coming from socially disadvantaged backgrounds, including Roma people; Institutions involved in partnership: Gymnazial School Nr.5 from Piatra Neamt-A team of 10 teachers graduated the courses teaching contents for student’s second chance, special approaches for students with learning difficulties. The teachers are responsible for student’s communication, social and basic skills; Technological high school "Dimitrie Leonida"- providing theoretical and practical training for catering, textile worker or building worker. The teachers oversee the training placements in companies. School Inspectorate of Neamt County- Support the Second Chance program in schools, financing teacher’s posts and organizing the teacher trainings for second chance courses. Local city hall- provided welfare for those who decided to return to school and improve their basic competences.</p>
<p>Actors</p>	<p>X Career guidance service X Educationalist X Employers X Vet providers X Second change schools X Disadvantaged young people (please specify if at risk of ESL) Comment: Disadvantaged young people, boys or girls, aged over 14 years who left the school before finishing the compulsory education, unemployable are advised to return to school to attend theoretical (Low secondary school nr.5) and professional training (Technological high school "Dimitrie Leonida") in order to be prepared to access the labor market for getting a job (employers).</p>
<p>Challenge</p>	<p>How to get to the disadvantaged people who need a second chance education? How do teachers increase the attractiveness of School Nr.5 for those who return to study?</p>



<p>Approach</p>	<p>From the beginning all the teachers of the school agree to promote "The second chance" program in all the city neighborhoods, through flyers, posters on pillars, and the board of school organized press events for local media and television.</p> <p>The school asked the nearest church and NGO's support for providing clothing, food and hygiene products to our second chance students.</p> <p>The school board applied for European projects (Grundtvig, Leonardo da Vinci and Erasmus+) in order to motivate students learning foreign languages, geography, history and working as a team in a catering.</p>
<p>Outcomes & Impact</p>	<ol style="list-style-type: none"> 1. The school and its partnership help for reducing the percentage of illiterates and delinquency in Piatra Neamt and Neamt county. 2. More than 200 young find out that the acquisition of education and professional skills are the only way you can be integrated into society. 3. The involvement of more than two institutions could make an easier life for the disadvantaged people who is struggling to emerge from marginalization. 4. A strong impact at the School Nr.5 Piatra Neamt and also in local community, due to the preparation of the team of 15 students for the mobility of 3 weeks in Germany. For 5 months, team of 7 teachers prepared 15 students linguistically (minimal specialized in catering vocabulary in German and English), space orientation, cultural knowledge, pedagogical approach, advices on the desirable social behaviors, maintaining personal hygiene at workplace canteens and restaurants. At the end of the training for mobility, just 9 students were selected to attend the project in Germany, so they received dictionaries, work equipment, suitable shoes and pocket money.

<p>Evidences of Success</p>	<p>In 8 years of the Second chance program in School Nr.5 from Piatra Neamț, more than 150 young people were enrolled;</p> <ul style="list-style-type: none"> -More than 90 students finished compulsory education of 10 classes and about 60 students were certified with Professional qualification level 1. - About 20 Second Chance graduates decided to finish technical high school and a girl is preparing to pass the exam for the Faculty of Chemistry in order to become a teacher. - About 85% of our former second chance students are employees, they confessing many positive changes in their lives. - 9 second chance students were prepared professional, social and linguistic to face the internship training abroad, in the project LLP-LdV/IVT/2013/RO/ 247 "The second chance for education, the first chance for professional training", funded by Leonardo da Vinci IVT program of the European Union. The 9 beneficiary of the 3 weeks of internship in Germany (Leipzig) received Vet Certification, also Europass Mobility Certificate. At the end of the project, most of them received job offers from companies where they worked. After they finished the school, 6 of the students returned to work in Germany and other countries, using their European Certificates.
<p>Further information</p>	<p>Please see the students portfolio and final report VITALIS, in the upper right corner, following the link: http://ivt21.scoala5piatraneamt.ro/Rezultate.html Please see the press conference organized at the end of the workshop: https://www.youtube.com/watch?v=dX-1ZGbDNWA.</p>
<p>Available resources/tools</p>	<p>NA</p>



4.2.2 Advice and guidance for future employment

Careers guidance PRACTICE 2	Advice and guidance for future employment
Name of Institutions that implemented the practice	Caraş-Severin School Inspectorate Mehedinţi School Inspectorate West and South West Oltenia Development Regions
Contact details	http://consilierepentrucariera.ro/ http://www.isjcs.ro/ http://mh.edu.ro/
Summary	<p>Caraş-Severin School Inspectorate and Mehedinţi School Inspectorate implemented in partnership the project titled <i>Advice and guidance for future employment</i>. The main aim of the project was to provide career guidance and professional orientation services for a number of 6000 students from the two regions.</p> <p>The project <i>Advice and guidance for future employment</i> has been financed through Sectoral Operational Programme Human Resources Development 2007 -2013.</p> <p>Beyond assisting students for early career orientation, a professional counseling and a common virtual platform has been created. Moreover, a number of 40 counseling centers and 2 coordinating centers were created.</p>



<p>Objectives</p>	<p>Main aim: Ensuring the correlation among students aspirations, educational offer and labour market requirements</p> <p>Horizontal objectives:</p> <ol style="list-style-type: none"> 1. Equal opportunities 2. Innovation and ICT 3. Interregional Approach <p>Operational Objectives:</p> <ol style="list-style-type: none"> 1. Providing guidance and counseling services for students enrolled in the national education system; 2. Creation of a functional framework to provide counseling services and quality orientation; 3. The establishment of a virtual platform for the purpose of access to services on counseling and vocational guidance; 4. Development of resources and the implementation of a model of integrated services for vocational guidance and counseling
<p>Background</p>	<p>The project has been implemented by two local school authorities from two different regions. Also a number of 10 high schools (both VET and theoretical) from different cities have been involved into the project activities.</p>
<p>Actors</p>	<p>X Vet providers</p>
<p>Challenge</p>	<p>The need of professional guidance and counseling for 6000 students enrolled in initial VET education (upper secondary level) in choosing a specialization aligned to the labour market demand.</p>



<p>Approach</p>	<p>The network of guidance and advisors provides support for the students to make a smart career choices, aligned to the labor market needs.</p> <p>Activities undertaken to overcome the challenge:</p> <ol style="list-style-type: none"> 1. The development of services and resources for professional counseling of the students enrolled in national education system; 2. Creation of an online network and career advisors teams to provide students with career guidance services; 3. Periodical working meetings between the network coordinators and field advisors; 4. Development of an integrated model for the provision of guidance services (questionnaires, online database, the contents of the students 'portfolios and the career plan model, etc.); 5. Elaboration of materials and resources necessary for counseling services; 6. Creation of a virtual platform with individual access; 7. Creation of the material database for the counseling points; 8. Implementation of the free career guidance services: <ul style="list-style-type: none"> - individual counseling and advice sessions for students; - assisted access to the virtual platform and resources; - employability skills development workshops; - visits at companies/potential employers; - dissemination events and seminaries with experts from different fields; - professional orientation and counseling caravan; - events for presentation of VET educational offer.
------------------------	--

Outcomes & Impact	<ul style="list-style-type: none"> - 3000 students counseled by each project partner; - 1 virtual network providing professional counseling and career guidance for the students; - Advisers network for the provision of counseling and guidance services to students; - 1 virtual platform common to both partners with individual access to counseling services and guidance; - 1 advice guide for class teachers and for the school counselors; - 60000 copies of informational materials for students, parents and social partners; - 42 information points, equipped and properly functioning for counseling and career guidance; - 6000 personal counseling and career guidance portfolios for the beneficiary students; - 6000 career plans.
Evidences of Success	<p>https://www.youtube.com/watch?time_continue=31&v=DoeOfJFIK2s</p> <p>https://docs.google.com/file/d/0B0hdTUid1znWZGY2Mzk5ODQtYjIwZS00ZDVjLThjMGQtY2Y2MzFmZDg1Yzli/edit?pli=1</p> <p>https://drive.google.com/file/d/0B6rMmFeytaFAUkZRZnVkbmZsMEk/edit</p> <p>http://consilierepentrucriera.ro/eplatforma/</p>
Further information	<p>http://consilierepentrucriera.ro/index.php/2013-04-12-09-30-25</p> <p>http://consilierepentrucriera.ro/index.php/2013-04-12-09-30-23</p>
Available resources/tools	<p>http://consilierepentrucriera.ro/eplatforma/</p> <p>https://drive.google.com/file/d/0B6rMmFeytaFAUkZRZnVkbmZsMEk/edit</p>

4.2.3 Education and Career Guidance – Let’s help the students choose a right career!

Careers guidance PRACTICE 3	Education and Career Guidance – Let’s help the students choose a right career!
Name of Institutions that implemented the practice	<p>ROMANIA, South-West Oltenia Region</p> <ul style="list-style-type: none"> • CCD Dolj - Regional Center for Teachers' Professional Development • "Traian Vuia" High Schol – Craiova • "Traian" Secondary School – Craiova • EduFor Craiova Association <p>MERSIN, TURKEY:</p> <ul style="list-style-type: none"> • Mersin Provincial Directorate of National Education • Yahya Akel Science High School • Mezitli Vocational School for Girls • Provincial Employment Agency • Bozyazı County Office of Education
Contact details	<p>CCD Dolj - Regional Center for Teachers' Professional Development Dolj, Craiova, 200762, str. Ion Miorescu, nr. 6; ccddolj@gmail.com; tel: +40 251 421159 + int; fax:+40 251 595174 http://www.cddj.ro/</p> <p>"Traian Vuia" High Schol – Craiova http://www.traianvuia.ro/</p> <p>"Traian" Secondary School – Craiova Str. Principatele Unite Nr. 7 Craiova, Dolj, 200138 Tel./fax: 0251-599561 scoala_nr2_cv@yahoo.com http://traian-craiova.scoli.edu.ro/</p> <p>EduFor Craiova Association http://www.edufor.ro/</p>



<p>Summary</p>	<p>Reference No: 13-PR-04-DJ-RO,TR</p> <p>A project co-financed by the European Commission Lifelong Learning Programme - Comenius Regio Partnerships.</p> <p>The Comenius Regio project "Education and Career Guidance - Let's help the students choose a right career!" aims to improve the services for students' education and career guidance (students' ECG) in schools, in order to facilitate students' transition to higher levels of education or the labour market. The main category of the target group is teachers, directors, parents, students, representatives of the local/regional community.</p> <p>The proposed activities such as focus groups, job shadowing, conferences, training sessions and the results (a guide and materials for students' ECG, website-resource, training program etc.) helped to identify the importance, relevance and quality of students' counseling and career guidance services; identify the needs of all stakeholders involved directly and indirectly in this activity; the development of teacher competences for students' ECG; reducing the distance between the school and the labour market; increasing students' access to information necessary for proper career guidance in both partner regions (Dolj - Romania, Mersin - Turkey).</p> <p>(source: http://www.studentscareer.ro/overview/summary/).</p>
<p>Objectives</p>	<p>General objective:</p> <p>Improvement of education and career guidance services for students (students' ECG) in school to facilitate students' transition to higher levels of education or labour market.</p> <p>Specific objectives:</p> <ol style="list-style-type: none"> 1. Identifying the importance, relevance and quality of counseling and career guidance services for students from school and the needs of all stakeholders involved directly and indirectly in this activity (students, teachers, principals, counselors, parents, local community representatives) from the two partner regions; 2. Developing of teacher skills for students' ECG; 3. Reducing the distance between the school and the world of work, opening the school towards the community and identifying its opportunities for students' career development, preparing them for future "transitions" in their career; 4. Increasing students' access to information for successful career guidance.

<p>Background</p>	<p>As this is a project implemented at transnational level, it involved partners from both countries. However, in this study we have focused on those aspects and outcomes directly applied in Romania.</p> <p>The project involved local school authorities and schools of different levels, including VET, from Romania and Turkey.</p> <p>Information on the exact number of final beneficiaries or the profiles of target groups was not available on the project website.</p>
<p>Actors</p>	<p>X Career guidance service</p> <p>X Vet providers</p>
<p>Challenge</p>	<p>To change the approach of counseling and career guidance activity in schools: this will no longer be an occasional or incidental activity but become the responsibility of each teacher who will assume the social and/or external tasks.</p>
<p>Approach</p>	<p>The challenge has been addressed through a series of activities involving research (including a research report), job shadowing activities for teachers responsible for ECG (Education and Career Guidance), development of a wide range of materials for students' education and career guidance, a teacher training course (blended learning) accredited by the Ministry of Education.</p> <p>Also, at local and regional level, a number of focus groups with parents, teachers, local community representatives, representatives of educational institutions of different levels (secondary school, college, university) were organized.</p> <p>The research report also includes a number of recommendations for each country, based on the results of the research.</p>



<p>Outcomes & Impact</p>	<p>Tangible outputs:</p> <p><i>Research Report Regarding the Vocational Counseling and Career Guidance Services Offered to Students within the Educational Background from Dolj County (Romania)</i></p> <p>http://www.studentscareer.ro/uploads/research_repport.pdf</p> <p>This is one of the most relevant outputs of the initiative, having as main research hypothesis the fact that also the vocational counseling and career guidance services are considered important by most educational stakeholders/ factors, the concern about students` vocational counseling and career guidance becomes a priority aspect both to students, their parents and teachers, only during the finishing school years (i.e. the 8th and 12th grades).</p> <p><i>Students Career Training Online Moodle Course</i> (blended-learning training program to develop teachers` skills for students` ECG)</p> <p>Target audience: teachers</p> <p>http://www.studentscareer.ro/moodle/course/index.php</p>
<p>Evidences of Success</p>	<p>A relatively high number of downloads/views of the support materials developed during the project, through the project forum:</p> <p>http://forum.studentscareer.ro/</p> <p>https://www.youtube.com/watch?v=iVcUgQMM5qI</p>
<p>Further information</p>	<p>Project website: http://www.studentscareer.ro/</p>
<p>Available resources/tools</p>	<p>Project activities and results:</p> <p>http://www.studentscareer.ro/overview/results/</p> <p>Curricular:</p> <p>Guideline for Career Guidance</p> <p>http://www.studentscareer.ro/uploads/ghid/guideline.pdf</p> <p>Career guidance within all school subjects</p> <p>http://www.studentscareer.ro/uploads/ghid/horizontal_skills.pdf</p> <p>Horizontal Skills for Career</p> <p>http://www.studentscareer.ro/uploads/ghid/horizontal_skills.pdf</p> <p>Extracurricular activities – materials for teachers:</p> <p>http://www.studentscareer.ro/teachers/extracurricular/</p>

4.3 Practices in Cyprus

The practice identified in Cyprus is a Key Policy for tackling early school leaving. The Ministry of Education and Culture is implementing the “Programme against Early School Leaving, School Failure and Delinquency in Zones of Educational Priority”. This project foresees the implementation of measures for the support of schools that fall into areas designated as Educational Priority Zones. EPZs are complexes of schools consisting of the Elementary School, a High School and Kindergartens, located in the poorer areas and the majority of the students comes from families with low socio-economic and educational background.

4.3.1 Educational Priority Zones

Careers guidance PRACTICE 1	Educational Priority Zones (EPZ)
Name of Institutions that implemented the practice etc.	Ministry of Education and Culture, Cyprus
Contact details	European Social Fund Management Unit Ministry of Education and Culture Office No. 113-114 (Block A), 1st floor, Corner, Kimonos and Thoukydidou, Akropolis, 1434 Lefkosa, Cyprus Phone numbers: +35722800731, +35722800645 www.moec.gov.cy



<p>Summary</p>	<p>The Educational Priority Zones (EPZs) is a key-policy for tackling early school leaving in economically and socially deprived areas. It is included in the National Strategy for Social Inclusion (Priority Policy Measure 3, Prevention of the Social Exclusion of Children, Axis 2 "Upgrading the Educational System").</p> <p>EPZs aim at reducing illiteracy and school failure. They were initiated as a pilot project but are evolving into a mainstream national policy covering all 5 geographical districts in Cyprus: Nicosia, Limassol, Larnaca, Paphos, and the free part of Ammochostos. EPZs are co-financed (85% from the European Social Fund and 15% from National Funds). EPZs are implementing preventive measures for decreasing the number of young people not in education. This measure is targeted at young people from vulnerable groups, who are at Kindergartens, Elementary School, High School and Vocational Schools.</p>
<p>Objectives</p>	<ul style="list-style-type: none"> • Reducing early school leaving • Reducing school failure • Reducing delinquency • Strengthening social cohesion by reducing the risk of social marginalization and exclusion
<p>Background</p>	<p>The Ministry of Education and Culture is implementing the “Programme against Early School Leaving, School Failure and Delinquency in Zones of Educational Priority”. This project involves the implementation of measures for the support of schools that fall into areas designated as EPZs. EPZs are complexes of schools consisting of the Elementary School, a High School and Kindergartens. The schools are located in the poorer areas and the majority of the students comes from families with low socio-economic and educational background. The criteria to determine an area as a EPZ are: 1) a high rate of school failure and illiteracy, 2) a high percentage of foreign students, 3) large proportions of drop outs and incidents of violence and delinquent behaviors.</p>
<p>Actors</p>	<p>X Educationalist</p> <p>X Disadvantaged young people (please specify if at risk of ESL)</p>
<p>Challenge</p>	<p>NA</p>



Approach	<p>Some fundamental principles of EPZs operation in Cyprus are the following: A Guidance Team and a Networking Council contribute to guarantee educational continuity between the three educational levels (Kindergarten - Primary -high school)</p> <ul style="list-style-type: none"> • Cooperation between school units and local institutions /authorities • Small number of students per class • Oral and written skills are given a high priority. All teachers contribute to this goal independently of the course they are teaching • Each EPZ implements a three-year plan of action. Each school unit inside the EPZ shapes its own plan of action according to its specific needs • Teaching is based on contemporary pedagogical research and methods (e.g. “child-centered” pedagogy)
Outcomes & Impact	<p>EPZs have been considered as successful. Reduction of school failure and the growth of literacy levels were accomplished in all EPZs. The drop-out rate and the number of students reexamined in September, reduced, while the number of honors doubled. The operation of the EPZs has also been well accepted by parents and the wider community. Older data suggest an encouraging contribution of EPZs against school failure.</p>
Evidences of Success	<p>NA</p>
Further information	<p>www.moec.gov.cy</p> <p>Giannaka, C., Spinthourakis, J., Karatzia-Stavlioti, E., Lempesi, G. and Papadimitriou, I. (2007) Educational Policies that Address Social Inequality: Cyprus case study report 1Education Priority Zones (ZEP), Department of Elementary Education, University of Patras, Greece, Available at: http://archive.londonmet.ac.uk/epasi.eu/CaseStudyCY1.pdf, [Accessed 17th June, 2012].</p>
Available resources/tools	<p>NA</p>



4.3.2 Apprenticeship Scheme

Careers guidance PRACTICE 2	Apprenticeship Scheme
Name of Institutions that implemented the practice etc.	Ministry of Education and Culture, Cyprus
Contact details	Soula Papadia spapadia@moec.gov.cy http://www.moec.gov.cy/en/
Summary	<p>The Apprenticeship Scheme is an alternative educational pathway for young people aged 14–21 dropping out from school.</p> <p>Students who have not completed compulsory education can enroll at the Preparatory Level, which re-introduces them to the learning process, improves their numeracy and literacy skills, develops their creativity, social skills and self-esteem, and gradually introduces them to the concept and modus operandi of the labour market. Preparatory Apprenticeship lasts one or two academic years depending on student readiness. The goal is for these students to either proceed with the Core Apprenticeship or get back to the Secondary Education, provided that they succeed in their exams.</p> <p>Students who have either completed compulsory education or Preparatory Apprenticeship, can enroll at the Core Apprenticeship level. The duration is three years and involves both training at school and practical training in enterprises. Apprentices follow practical training three days a week in the enterprises where they are employed, and they receive theoretical training for two days a week at technical schools.</p>

Objectives	<ul style="list-style-type: none"> • Reintroduce students to the learning process through alternative learning methodologies • Improve basic employability skills • Introduce students to the concept of the labor market • Provide certifiable vocational qualifications in line with the needs of the economy • Develop creativity, social skills & self-esteem
Background	<p>Cyprus used to have limited provision for apprenticeship training within a context of a broader vocational education and training system, based on the Apprenticeship Act (1966).</p> <p>The chronic problems of the old system coupled with the changing labour and industry needs, as well as new approaches to apprenticeship schemes led to the decision for a complete reform and the establishment of the New Modern Apprenticeship (NMA).</p>
Actors	<ul style="list-style-type: none"> X Career guidance service X Educationalist X Employers X Disadvantaged young people
Challenge	<ul style="list-style-type: none"> • 2% of pupils (12 -15 years old) drop out of compulsory lower secondary education every year • 18.1% of pupils drop out of upper secondary education
Approach	<p>In order to eliminate the relatively high percentage of early school leavers in comparison with the country's small size, Cyprus education offers young people of ages 14–21 dropping out from school, an alternative educational pathway.</p> <p>By establishing three schools specialized in ESL, students are given the opportunity either to get prepared for the labour market or re-enter school environment and get back to the Secondary Education.</p>
Outcomes & Impact	<p>Although the outcomes of Apprenticeship Scheme within the old system, appeared rather limited, mainly due to the restricted number of people enrolled as apprentices, NMA is positioned to have a much stronger impact. However, it is too early to evaluate results or to measure the impact of NMA at this point.</p>

Evidences of Success	No available public information exists on how results will be measured.
Further information	http://www.moec.gov.cy/en/ Cedefop Refernet (2014) Apprenticeship-type schemes and structured work-based learning programmes, Human Resource Development Authority, Cyprus, Available at: http://www.refernet.org.cy/images/media/assetfile/ReferNet_CY_2014_WBL.pdf , [Accessed 17th June, 2012].
Available resources/tools	NA

4.4 Practices in Poland

One of the practices identified in Poland is target to youth coming from disadvantaged background at risk of social exclusion. Indeed the second one is target to teachers giving information and researches results about labour market. It aims to update the Career guidance and services provided in the educational system.

4.4.1 Guarantee for Young People – Equal on the Job Market

Careers Guidance PRACTICE 1	Guarantee for Young People – Equal on the Job Market
Name of Institutions that implemented the practice	Ochotnicze Hufce Pracy (Voluntary Labour Corps) -
Contact details	OHP-main Command, Komenda Główna ul. Tamka 1, 00-349 Warszawa, e-mail: komendaglownaohp@ohp.pl http://www.ohp.pl

<p>Summary</p>	<p>The Project Youth Guarantees is about an action called "Equal on the Job Market" realized in 2015. The project was realized in 293 places all over the country.</p> <p>The assistance provided is mainly addressed to vulnerable (as a result of family or community-related factors) youth, and especially individuals born into broken families affected by unemployment and poverty, or those who neglect compulsory schooling or are not in education or training.</p>
<p>Objectives</p>	<p>The aim of "Youth Guarantee" is to ensure that all young people up to the age of 25 years receive a good-quality offer of employment, continued education, apprenticeship or traineeship within four months of being unemployed or leaving formal education.</p> <p>The primary objectives of project are to prepare-young people-to get into the job market, thus raise the employment rates and support them in beginning further studies, trainings to learn a profession or encourage a professional practice.</p>
<p>Background</p>	<p>The Voluntary Labour Corps (Polish Ochotnicze Hufce Pracy, OHP) is a state-run organisational unit working to prevent the social exclusion of young people.</p> <p>The beneficiaries of the activities delivered by the Voluntary Labour Corps include: young people (aged 15 to 17 years) from troubled, dysfunctional, unemployed, and poverty-stricken families who fail to continue compulsory schooling and are not in education, or struggle to complete school, and need to acquire vocational qualifications; individuals aged 18-25, including jobseekers or those who wish to be retrained or are unemployed; school graduates, and students.</p>
<p>Actors</p>	<ul style="list-style-type: none"> X Career guidance service X Educationalist X Employers X Vet providers



<p>Challenge</p>	<p>To streamline the assistance to those individuals who are actually in need of aid because of dysfunctional community or family background, who are struggling with various pathologies, and who have no real prospects to kick start their professional career on their own.</p>
<p>Approach</p>	<p>During the course pupils received different kind of support which allowed them find the job offer, or educational learning opportunities, vocational training or an internship within four months of completing the formal education or of being unemployed. Above all young people are provided with the pedagogic care. The main form of support is an individualized help aimed for building the self-esteem of beneficiaries, their social abilities and acquisition of abilities for applying for a job. Apart from the individual aid, beneficiaries took part in group trainings of social abilities.</p> <p>Within the framework of activating and advisory support, beneficiaries got in contact with professional advisers and by psychologists, which support them to make an appropriate choice, according to their attitudes and professional path. They also support them to be well prepared for the job market.</p> <p>The beneficiaries could be instructed in very many professions, for example as waiter- barman, welder, sales representative, hairdresser, salesmen, cosmeticians, make-up artist, floristics, the operator of forklift truck. Once ended the course, users do an internship related to their interested profession, permitting them to acquire of practical skills. The internship lasts six months.</p> <p>Also other courses and trainings took place, managed by employers, like e.g. foreign language, computer (including ECDL - European Computer Driving Licence, the European Certificate of computer skills), driving licences executioner. B, entrepreneurships.</p>



Outcomes and Impact	<p>6180 young people have benefited from these initiatives in 2015. The range of available activities includes provision of free-of-charge vocational training which creates prospects for obtaining specific qualifications and certificates. Provision of this support is preceded by a diagnosis of the local labour market and cooperation with employers interested in taking on new employees, which translates into a high rate of employability. Before the training, organisers had received the employers' promise that they will hire young participants of the course. Therefore, training issues were fine-tuned to match the needs of the local labour market, as indicated by consultations with potential employers.</p>
Evidences of Success	<p>After the completion of course each beneficiary carried on half yearly professional training, which allowed to improve their professional skills and gather professional experience.</p> <p>Five participants got a long term working agreement in the internship company/placement. Link to the feedbacks http://www.ohp.pl/?id=19507</p>

4.4.2 Observatory of the labour market for education

Careers Guidance PRACTICE 2	Observatory of the labour market for education
Name of Institutions that implemented the practice	Centre of Improving Teachers and the Practical Education (Łódzkie Centrum Doskonalenia Nauczycieli i Kształcenia Praktycznego)
Contact details	Ul. Kopcińskiego 29, 90-142 Lodz, tel. +48 42 678 33 78 http://wckp.lodz.pl/
Summary	This Observatory opened on 1 st of September 2009. The activity of the Observatory is an analysis about relations occurring between the education and the labour market.
Objectives	The Observatory analyse the situation and changes in the labour market, obtaining information about expectations of this market. Infact, it conducts a comprehensive monitoring system of the labour market in order to update the vocational training and school system in Lodz and in the region.

Background	<p>For a long time in Lodz and in the province has been emphasized a need to enable the educational system to adapt itself and its services to the requirements of the contemporary economy.</p> <p>This action is significant as biggest changes are planned in Lodz and in the region in the field of the vocational training, in the school education (post-secondary and higher) as well as in continuing education. They will enable to correlate needs of the labour market with the offer of the vocational education.</p>
Actors	<ul style="list-style-type: none"> X Career guidance service X Educationalist X Employers X Vet providers X Disadvantaged young people
Challenge	<p>The Observatory can be an excellent bank about needs of the labour market and can contribute to the enrichment of education and training programme in Schools, by providing tools that enable to support young people to choose their own track in education and in the future occupation in accordance with the expectations of labour market.</p> <p>The Observatory is becoming basic sources of information for the purposes of the careers guidance. Resources of findings and analyses pointing out the lack of the demand on the local/provincial labour market of specific qualifications and from the other site showing the demand for other qualifications; this should contribute to the better allocation of young people in the educational system and in consequence in the labour market.</p>

<p>Approach</p>	<p>Basic directions of work: Conduction, publishing and dissemination of researches and analyses concerning changes of the local/regional labour market. The observatory is carrying the analytical-research project out, examining personnel needs and expectations of employers representing the textile and clothing industry and the assessment of the work of vocational schools in a specific area. The information exchanged are supposed to enable to carry out joint actions essential for the labour market and necessary to make constructive changes in the education.</p>
<p>Outcomes and Impact</p>	<p>Conferences and seminars to monitor the labour market and graduating students. Publications for teachers, students, partners and local authority: research reports, articles, expert opinions (diagnoses), chosen presentations, materials promoting projects. Book publications for example: "What employee, what profession? Analysis of Internet and press situations job offers in chosen sections – the expectations of employers in relation to qualifications of future employees "</p>
<p>Evidences of Success</p>	<p>http://orpde.wckp.lodz.pl/</p>

4.5 Practices in Italy

The 3 practices individualized in Italy are implemented at national and local level. The first one below mentioned is promoted by the Italian Ministry of Labour and aims to support the transition from the education and training system to the labour market. The second one is about a vocational centre that succeed in giving an alternative vocational options to youngsters that drop out from schools. The third one is about a training and internship project carried on by a school, which is particularly committed in improving the collaboration with enterprises in the region, but also at national and international



level, in order to facilitate the entry of young people in the labour market.

4.5.1 Training and Innovation for employability- School and University

Careers guidance PRACTICE 1	Training and Innovation for employability- School and University
Name of Institutions that implemented the practice	Italian Ministry of Labour
Contact details	http://www.lavoro.gov.it
Summary	<p>This is a national experimental program for technical assistance to schools and universities. FlxO, in cooperation with the Regions, is aimed at intervening in the sphere of the transition from the education and training system to the labour market. It foresees:</p> <ul style="list-style-type: none"> • <i>organisation of a placement service</i> in schools, for assisting the educational establishments in organising and providing guidance, intermediation and placement services; • <i>implementation of a personalized guidance and placement system</i> for the students to suit their needs; • <i>assistance with the establishment and/or strengthening of the territorial network of stakeholders</i> to facilitate the employment of young people. <p>In 2015, a call has been issued within the program to select 300 CFP (vocational training centers) that will receive funds to implement a dual training system. It should allow, by 2017, to 60.000 young people to achieve a professional qualification and/or diploma through specific paths including a training period in an enterprise.</p> <p>At the end of this experimental period, the vocational training centers should be able to:</p> <ul style="list-style-type: none"> • establish and/or strengthen their guidance and placement services through the definition and implementation of quality standards; • guide young people to choose the suitable courses for their own training; • promote and enable school to work transition tools (e.g., apprenticeship, trainings, etc.); • create integrated training paths by using these tools.



Objectives	<ul style="list-style-type: none"> • To foster young people employment • To support upper secondary schools and universities in improving their guidance and placement services. • To promote apprenticeship and traineeship among young people in schools. • To favor the school-work alternation.
Background	<p>In Italy, the young people unemployment rate in 2013 is of 40%. This is one of the main challenges in our country and one of the main issues to solve. The promotion of job opportunities for youngsters is fundamental.</p>
Actors	<p>X Career guidance service X Employers X Vet providers X Disadvantaged young people (please specify if at risk of ESL)</p> <p>Comment: Selected vocational training services will receive funds to improve their services. Employers and Vet providers: are included in the project as it foresees a closer connection between the two actors in order to foster school-work alternation and to ease school to work transition. Disadvantaged young people: the program targets all young people, with a focus on NEET and students that can be at risk of ESL.</p>
Challenge	<p>The improvement of school to work transition and school-work alternation.</p>
Approach	<p>Funds to guidance and placement services. Promotion of a dual training system, namely a professional training based on education and apprenticeship.</p>
Outcomes & Impact	<p>During 2014, the program involved 631 educational establishments located in all the national territory, training of 1,691 school practitioners in the techniques of organising and managing guidance and placement services. By June the guidance and placement of about 26,500 persons holding or studying for diplomas was completed, compared to the total of 57,450 expected to be reached before the end of the year.</p>
Evidences of Success	<p>NA</p>
Further information	<p>http://www.italialavoro.it/wps/portal/fixo http://www.cliclavoro.gov.it/Progetti/Pagine/FlxO.aspx</p>

Available resources/tools	NA
----------------------------------	----

4.5.2 ENGIM Artigianelli – Vocational Training Center

Careers guidance PRACTICE 2	ENGIM Artigianelli – Vocational Training Center
Name of Institutions that implemented the practice	Istituto Artigianelli “S. di Giorgio”, Cefalù (PA), Italy
Contact details	Website: http://www.engimsicilia.it/cefalu/ Tel. (0039) 0921 422493 e-mail: info.cefalu@engimsicilia.it
Summary	<p>ENGIM aims at creating, in collaboration with other authorities and associations, an integrated training system for young people to enhance their professional and cultural knowledge. It aims at involving young people at risk of marginalization in an educational or training path through school and professional guidance and specific interventions.</p> <p>The training and guidance activities of the center use traditional and innovative educational methodologies (e.g., multimedia tools,, traineeship in partner enterprises, etc.).</p> <p>ENGIM:</p> <ul style="list-style-type: none"> • promotes, also in collaboration with other entities, educational, research and experimental initiatives related to issues on guidance, education, vocational training; • provides training to its staff (courses, workshops, etc.); • collaborates with public and private entities focused on training and qualification of workers; • promotes initiatives to support and help people with disabilities, disadvantaged ones or at risk of social marginalization; • offers services and consultancy to enterprises, associations and organizations; • participates to regional and national organizations with the same objectives. <p>The ENGIM is composed of three main departments: vocational training, school-work counter, multifunctional counter.</p>

Objectives	<p>ENGIM has a wide range of objectives. The main aim is to foster inclusion of young people in the educational system and to provide them training activities.</p> <p>It works at local level to foster the professional, personal and social development of young people and workers.</p>
Background	In Sicily, in 2013, the unemployment rate among young people (15-24 years) is 53,8%.
Actors	<p>X Educationalist</p> <p>X Employers</p> <p>X Disadvantaged young people (please specify if at risk of ESL)</p> <p>Comment:</p> <p>The training and guidance activities target young people in compulsory education age (particularly disadvantaged ones and at risk of marginalization thus ESL), adults (including trainings for professionals working in the field) and enterprises.</p>
Challenge	Addressing issues related to education and training of young people (in particular the disadvantaged ones and at risk of marginalization) and to enhance their professional skills in order to address the high unemployment rate in the region.
Approach	Traineeship in enterprises. Training courses. Participation to international projects. Involvement of other entities.
Outcomes & Impact	Specific data on this are not available.
Evidences of Success	NA
Further information	NA
Available resources/tools	NA

4.5.3 Work-based learning

Careers guidance PRACTICE 3	Work-based learning
Name of Institutions that implemented the practice	Vocational School of tourism “Alfredo Panzini”, Senigallia (AN), Italy
Contact details	Website: http://www.panzini-senigallia.org/ Tel: (0039) 07179111 E-mail: istituto@panzini-senigallia.it
Summary	<p>The project is based on the school-work alternation established by the Italian law 107/2015.</p> <p>Traineeships in enterprises during the school period are an essential part of the individual training paths and are aimed at integrating the educational path. The paths foreseen by the project are flexible and can be done with different modalities and in different moments than the ones foreseen by the lessons timetable.</p> <p>The project has a total duration of 400 hours: 20 hours of training in class for the 4th and 5th years in one of these activities:</p> <ul style="list-style-type: none"> Workshops: cooking, restaurant, bar, reception. Visits to enterprises (e.g., hotels, restaurants, travel agencies, etc.) Meetings with experts in the field of tourism (e.g., sommelier, owner of hotels, etc.) Participation to professional contests. Visits to fairs related to the field. Trainings in hotels, restaurants and organizations working in the touristic field. <p>The evaluation is based on: participation of the student in the project activities; final report; certificate of attendance to the project.</p> <p>Along with the trainings during school time, students can participate to: traineeship during summer in order to further improve professional skills and they usually last 4 weeks;</p> <p>traineeship for young people that have recently obtained their upper secondary school diploma. They can last maximum 6 months and should be completed by one year after the diploma.</p>



Objectives	<p>To connect training in class with experiences on the field.</p> <p>To give to students professional skills to improve their employment.</p> <p>To create connections among school, labour market and society.</p>
Background	<p>This school is particularly committed in improving the collaboration with touristic realities in the region, but also at national and international level, to ease the entry of young people in the labour market. The region in which it operates is characterized by a high presence of small and medium enterprises.</p>
Actors	<p>X Employers</p> <p>X Disadvantaged young people (please specify if at risk of ESL)</p> <p>Comment:</p> <p>Employers: involved as host for students who want to do a traineeship;</p> <p>Young people: all the students enrolled in the school, including the ones that could be at risk of marginalization.</p>
Challenge	<p>To improve the connection among school and labour market in order to favour the school-work alternation among young people.</p>
Approach	<p>Traineeships, case studies, researches, project work, visits to enterprises.</p> <p>Elaboration of personalized paths.</p>
Outcomes & Impact	<p>The training activities foresee a greater involvement of all actors (school, enterprises, students) and a greater integration of students in school and society.</p>
Evidences of Success	<p>NA</p>
Further information	<p>http://www.panzini-senigallia.org/scuola/alternanza-scuola-lavoro</p>
Available resources/tools	<p>Template for the student final report http://www.panzini-senigallia.org/component/jdownloads/send/11-alternanza-scuola-lavoro/14-modello-11-schema-relazione-finale?Itemid=0</p> <p>Student self-evaluation questionnaire http://www.panzini-senigallia.org/component/jdownloads/send/11-alternanza-scuola-lavoro/15-modello-12-questionario-autovalutazione-studente-asl?Itemid=0</p>

4.6 Practices in Spain

The first practice presented below is target to teachers/trainers and aims to provide tools to reduce and prevent the dropping out of young people at risk of social exclusion. The second practice is target to youngsters at risk of social exclusion without a learning/professional skill and goal, thanks to new methods for the use of ICTs, Web 2.0 and Mobile Learning.

4.6.1 In VET project: preventing Initial Dropout and fostering trainee’s inclusion

Careers guidance PRACTICE 1	In VET project: preventing Initial Dropout and fostering trainee’s inclusion
Name of Institutions	Escuela Politécnica Giner (Madrid/ Spain)
Contact details	www.escuelaginer.com/escuela/ director@escuelaginer.com
Summary	<p>The In-VET toolkit includes:</p> <ul style="list-style-type: none"> • A risk assessment questionnaire for the detection, at an early stage, of trainees at risk of dropping out and the corresponding counselling guidelines for tutors and professional counsellors to provide adequate support individually; • In-VET Training Course which includes a wide variety of topics related with “dropouts”, such as resilience, educational evaluation and communication with the trainees and/or families, specifically conceived to train iVET teachers/trainers and managers; • Other complementary resources and materials.
Objectives	<p>The project benefits from some relevant aspects, which guided the consortium to a successful implementation and real impact on the target groups. Aspects such as:</p> <ul style="list-style-type: none"> • The quality of the consortium and its will of learning and grow together; • The interest and will of VET schools/centres and its professionals in investing in strategies and tools to better deal with this phenomenon; • The quality of the tools adapted and developed along the 2 years of project. <p>In fact, the tools adapted and developed during the In-VET project revealed, during the pilot sessions, to be of high relevance to VET schools/centres and their professionals and suitable to be implemented in their institutions after the end of the project.</p>

Background	<p>Escuela Politécnica Giner is a VET institution based in Madrid (Spain) with a wide variety of VET certifications.</p> <p>Many students are social excluded or at risk</p>
Actors	<p>X Career guidance service</p> <p>X Vet providers</p> <p>X Disadvantaged young people (please specify if at risk of ESL)</p> <p>Comment: many students are immigrants</p>
Challenges	<p>In-VET project emerged from a huge but strategic challenge: the prevention of trainees' dropout from the VET system, by supporting the VET schools/ centres and its professionals in the development and consolidation of their knowledge, skills and attitudes to prevent and deal with trainees' at risk of dropping out.</p>
Approach	<p>The main outcome of the In-VET project is the In-VET toolkit, which integrates three main tools: the risk assessment tool, a counselling methodology and training course all to be used by VET schools/centres and their professionals.</p> <p>These three main results are available at the end of the project available at the Learning and Resource Centre (access here). Once registered in this platform you can have access to all the tools and supports to prevent and deal with the risk of dropping out of trainees from VET system.</p>
Outcomes & Impact	<p>The risk assessment tool is an online questionnaire to be applied to VET trainees in their classroom by a trained counsellor and to detect those trainees that are potentially at risk of dropping out. This is a vital instrument that assesses the strengths and weaknesses of any trainee based on self-assessment questions categorized in 14 risk factors: former experiences at school/training, learning difficulties, readiness to learn/determination, self-evaluation as a student, behaviour and well-being at current school, job orientation, social behaviour, parental support, parental control, family and social environment/background, activities besides school, influence of Peer-group, emotional stress and physical loading and motivational factors</p>

Evidences of Success	<p>A risk assessment questionnaire for the detection, at an early stage, of trainees at risk of dropping out and the corresponding counselling guidelines for tutors and professional counsellors to provide adequate support individually;</p> <ul style="list-style-type: none"> • In-VET Training Course which includes a wide variety of topics related with “dropouts”, such as resilience, educational evaluation and communication with the trainees and/or families, specifically conceived to train iVET teachers/trainers and managers; • Other complementary resources and materials.
Further information	www.invet-project.eu
Available resources/tools	www.invet-project.eu http://invet-project.eu/?page_id=506 There is a link to the questionnaires to detect the students at risk

4.6.2 eFuture Project: ICT and mobile technologies in practice for Youth at Risk

Careers guidance PRACTICE 2	eFuture Project: ICT and mobile technologies in practice for Youth at Risk
Name of Institutions	NA
Contact details	NA
Summary	<p>Youth at Risk are experiencing multiple barriers in accessing the labour market and are at a high risk of the exclusion from the EU working society. In the same time there is growing evidence that innovative ICT, Web 2.0 and Mobile tools can enhance the learning delivery for Youth Learners and their engagement with mainstream education. The great strength of such learning tools is their capacity to support informal learning, which provides a secure environment for acquiring knowledge and rebuilding confidence among Youth Learners.</p> <p>The eFuture project aims to develop new methods for the use of ICTs, Web 2.0 and Mobile Learning which mainstream education and training providers can adopt to support large numbers of Youth at Risk in order to improve their capacity to enter the labour market and to progress to further education.</p>

<p>Objectives</p>	<p>The eFuture project aims to develop new methods for the use of ICTs, Web 2.0 and Mobile Learning which mainstream education and training providers can adopt to support large numbers of Youth at Risk in order to improve their capacity to enter the labour market and to progress to further education.</p> <p>An ICT model for education providers will be developed that will give guidelines on what Web 2.0 and mobile learning technologies as well as different pedagogic approaches work best in meeting different needs of Youth at Risk. In addition, it will provide advice on how best to implement these technologies and approaches in the organisation.</p> <p>The eFuture programme on life and work skills will consist of pick-and-mix modules that mainstream education and training providers can implement into existing programmes to transform engagement and learning outcomes for Youth at Risk.</p> <p>Tutor learning resources will be developed as a set of training materials for tutors who want to deliver training with Web 2.0 and mobile technologies for Youth at Risk.</p>
<p>Background</p>	<p>The current severe economic downturn is adding to the existing crisis affecting 15-24 year olds in OECD countries, where 12% were characterized as NEET in 2006 (not in employment, education or training). Tackling the Job Crisis (OECD, Paris 2009) warned of the emergence of a “lost generation” as happened in Japan in the 1990’s, when long term unemployment for youth doubled and led to long lasting scarring effects. CEDEFOP (Dec. 2009) cited data for an EU27 unemployment rate of 20.7% for youth compared to 7.9% for older workers, putting poorly educated youth at high risk of exclusion from the labour market. Improving Competencies for the 21st Century (EU 2008) urged a substantial reduction in the numbers of early school leavers and this priority was reflected in the Europe 2020 Agenda adopted in March 2010.</p>



<p>Actors</p>	<p>Please tick at least one item: <input checked="" type="checkbox"/> Disadvantaged young people</p>
<p>Challenge</p>	<p>Talking about the alternative education and programs for at-risk students we need to think about focuses on determining “essential” elements of programs that will help these students to gain knowledge and to finish successfully schools. The research contains numerous lists of essential elements what for there are necessary adapt programmes and to use ICT based learning for that group youth at risk. Depending on the focus of the research or evaluation, the lists may vary slightly to accommodate the specific needs of dropouts, students with special needs, disabilities or other populations.</p> <p>Different alternatives for learning could be served for wide variety of youth at risk with varying interests, backgrounds and abilities.</p> <p>The literature includes research on several specific groups of youth at risk that are expected to benefit from alternative education. The most investigated among these populations are children who have dropped out of their regular schools or who are at risk of dropping out because of failure in a conventional school setting.</p>

Approach

Spain. The definition of Youth at Risk (**YAR**). In general terms, YAR could be defined as those young people who are disengaged or about to disengage from studies and consequently suffer social exclusion, which has been defined by the European Commission as “...a process whereby certain individuals are pushed to the edge of society and prevented from participating fully by virtue of their poverty, or lack of basic competences and lifelong learning opportunities, or as a result of discrimination. This distances them from job, income and education and training opportunities, as well as social and community networks and activities. They have little access to power and decision- making bodies and thus often feel powerless and unable to take control over the decisions that affect their day to day lives”. Yet, YAR is not a homogeneous group of people as it is composed of a multiplicity of categories such as: “...marginalized youth, young offenders, long-term unemployed youth who are suffering the terrible consequences of the present crisis and NEET (Not in Education, Employment or Training) and different factors and situations that put them at risk such as: dropping out of school, having a dysfunctional family, being in care, suffering from drug abuse, being homeless, etc”.

Our Objective:

- Avoid school abandonment,
- Try to reengage YAR.

Why ICT’s: E-Inclusion is necessary to ensure that “nobody is left behind” looking for the best implementation of technological resources and the best collaboration between parents, teachers and intermediaries.

According to European programmes like INCLUSO, there is significant body of evidence to suggest that ICTs, and particularly Web 2.0 can contribute positively to reengage and foster the socio-economic inclusion of young people. Some of the contributions of ICTs:

- Incultation of digital literacy and numeracy
- Supporting team- working
- Reducing stigmatization
- Reducing “gang antagonism” and gang feuds
- Increased confidence and self-esteem
- Increasing motivation to learn more
- Reduced marginalization

Outcomes & Impact	Social computing tools (Web 2.0 technologies) are expected to enhance learning processes and outcomes in a number of ways. Firstly, it is believed they will respond better to the changed cognitive processes and learning patterns that have evolved due to the ubiquity and widespread use of Information and Communication Technologies, thus facilitating knowledge acquisition. Furthermore, they reflect current communication and working patterns and are thus better fitted to preparing learners for the demands of society and endowing them with the necessary skills for a successful professional career (Attwell, 2007). Moreover, social computing tools recognise the diversity of users and are thus expected to contribute to the personalisation of educational experiences, offering opportunities for flexible, distributed learning, which could provide learners with more varied opportunities to engage with learning and develop their own creative skills.
Evidences of Success	NA
Further information	eFuture Project
Available resources/tools	eFuture Project

4.7 Practices in Portugal

The first practice is about the work carried out by CIOR Vocational school, which Educational Directorate plan an annual activity programme with class council, director of course, psychologist and external experts, aiming at decreasing the risk of Dropping out.

The last 2 practices are a detailed description of the work of the above mentioned CQEP - Centros para a Qualificação e Ensino Profissional (Centers for Qualification and Vocational Education) in two Vocational Schools. The description shows the different phases foresee and the actors involved as professionals and relatives.

4.7.1 Identification / Description of good practice in vocational guidance for young people at risk of dropping out

Careers guidance PRACTICE 1	Identification / Description of practice in vocational guidance for young people at risk of dropping out
------------------------------------	--

Name of Institutions that implemented the practice etc.	Escola Profissional CIOR- Vila Nova de Famalicão
Contact details	Email - secretaria@cior.pt Site – www.cior.pt
Summary	<p>The CIOR Professional School has a multidisciplinary team that is basically composed by the class council, director of course, psychologist, coordinated by the Educational Directorate.</p> <ul style="list-style-type: none"> - Promotes throughout the year initiatives and awareness-raising (e.g. bullying, substance abuse, health promotion, discipline, etc.) some of these resulting from partnerships with specialized agents in each of the areas (e. g. Police, School Health team, Man Project, City Hall, Protection of Children and Young People (CPCJ), Yupi, Socio educational and Cultural Animators (PASEC), etc.); - Resource Center Time (CR) - contemplated in the schedules of teachers and students to recover overdue modules, sessions, methods and study habits, access to higher education, integration into working life, thematic awareness-raising etc; - Individual monitoring of students by the psychology service; - We also consider the participation of students in international mobility exchanges as inclusion activities.
Objectives	<p>The annual plan of activities predicts initiatives aimed at full inclusion of students, whose general objectives are included in the Educational Project.</p> <p>The annual plan of activities is developed taking into account the 15 general objectives arising from the Educational Project that primarily value the different learning, scientific knowledge, know-how, entrepreneurial spirit, the spirit of citizenship in all dimensions, inclusion and dropout prevention.</p>
Background	<ul style="list-style-type: none"> - City Hall through the service of education and social action; - Social-Security information on the socioeconomic status of students' families; - Parish joints - general and detailed information on households; - CPCJ - joint monitoring of problematic cases.



Actors	<p>a. The psychological services and educational and vocational guidance</p> <p>b. Teachers</p> <p>c. Special education teacher</p> <p>d. Parents and careers</p> <p>e. Staff</p> <p>f. Youth at risk of dropping out support organizations (CPCJ, EMATs)</p> <p>g. Partnerships: Better Safe Project, Safe School [police program], School Health, Social Action, Town Hall, PASEC, YUPI</p>
Challenge	The accomplishment of educational path of students at a vocational school level
Approach	The Service of Psychology and Educational and Vocational Guidance together with Educational Guiding and Class Council, identifies the most problematic cases which fall under this theme. For each situation is defined an intervention plan that is systematically implemented and monitored.
Outcomes & Impact	By applying these strategies there is greater involvement by the main actors, mentioned above, and therefore positive results in the integration of students as well as a strong reducing in early school leaving.
Evidences of Success	NA
Further information	NA
Available resources/tools	NA

4.7.2 Vocational Development portfolio: "Looking ahead ... look who I am!"

Careers guidance PRACTICE 2	Vocational Development portfolio: <i>"Looking ahead ... look who I am!"</i>
Name of Institutions that implemented the practice etc.	CQEP and School Guidance Service and the Professional COOPETAPE / ETAP Vocational School
Contact details	Email - caminha@etap.pt Site – www.etap.pt

<p>Summary</p>	<p>The CQEP and School Guidance Service and the Professional COOPETAPE / ETAP Vocational School implemented in Vocational Classes a school and professional orientation work divided into 11 sessions:</p> <p>Session 1: Presentation of all elements, starting with the/a TORVC (Guidance, Recognition and Validation of Competencies Technician). Each element has few minutes to talk about himself: name, age, leisure, favorite subjects, disciplines which feels more easy/difficult, projects for the future, major doubts, expectations about the program.</p> <p>It is explained in an understandable and accessible way the content and purpose of the program, pointing out aspects that will work and their sense of vocation.</p> <p>Explanation of what is a portfolio and its importance in the Vocational Guidance Program</p> <p>Definition of operating rules: dates, times and number of allowed absences</p> <p>Filling of a Registration form;</p> <p>Session 2: "Life Line" - For this activity young people need about 10 minutes. It is suggested participants to draw a line and put in it the main positive and negative events. The line should present life, from birth to the present age, and it must include the sensed events as "positive" indicated above, and the "negative", displayed below the line. The TORVC should also make his/her own "Lifeline" and present it before the other participants.</p> <p>(brief) Explanation of the importance of self-knowledge in the vocational tasks and decision making (relating to the activity of "Life Line")</p> <p>Participants fill in a file named "Who am I?", which hosts a number of questions and tasks related to the self, filling in incomplete sentences, best and worst grades, leisure, future forecast, etc.</p> <p>Start organizing the portfolio;</p> <p>Session 3, 4 and 5:</p> <p>Psychological Assessment: Inventory fill interests</p> <p>Psychological Assessment: Application of a battery of aptitude tests</p> <p>Return of the results;</p> <p>Session 6, 7 and 8: Information sessions – exploring the information on training and occupation offerings; visit and participating in fair/exhibitions of training offers and visiting companies;</p> <p>Session 9 and 10: Formalizing the referral/enrollment of young people in offers/courses congruent with their profiles;</p>
-----------------------	--

	Session 11: Session with Parents / Guardians.
Objectives	<ol style="list-style-type: none"> 1. Promote vocational maturity; 2. Allow the understanding of contextual variables that influence the vocational choices; 3. Allow the identification of the notion of the concept of himself and the elements that comprise it (values, interests, personality); 4. Allow the identification of attitudes, knowledge and skills necessary for the resolution of development tasks that arise in the transition from 9th grade to the 10th grade, for further studies; 5. Allow the knowledge of professional area of interest (characteristics of professions and training alternatives); 6. Allow the identification of alternative education and vocational training that give access to the pursuit of professions; 7. Promote decision making; 8. Promote school success.
Background	This program is designed for young people who attend Vocational Courses for completion of the 3rd cycle. Therefore, these are young people who have at least two deductions in their academic career.
Actors	<p>Comment:</p> <p>This best practice is carried out by the responsible for Educational and Vocational Guidance Service, which coordinates the activities. ORVC by technicians of CQEP that streamline the sessions and the Executive Course / teachers responsible for the classes that collaborate in boosting the sessions.</p>
Challenge	In these classes there are young people who are discouraged with school. However, they all lie within the compulsory education. Therefore, the big design challenge is to make them understand the importance of learning / school and career planning.
Approach	Mainly using examples of successful cases
Outcomes & Impact	95% of young people included in the project have continued their studies at secondary level courses with which they identify.
Evidences of Success	CQEP register in SIGO platform [Information System and Management of Educational Provision and Formative] all the work done, including individual plan of referral. Once schools also recorded in SIGO their students/groups, monitoring the paths of young people's post orientation process is very easy to do.

Further information	NA
Available resources/tools	Vocational Development Portfolio - for students in 9th grade - and planning of activities to be developed this year with the secondary classes.

4.7.3 Vocational Development portfolio

Careers guidance PRACTICE 3	Vocational Development portfolio
Name of Institutions that implemented the practice	CQEP of D. Sancho Education, Inc., Vocational School - Directorate of Vocational Guidance and Professional Insertion
Contact details	Email - secretaria@epinfante.com Site – www.epinfante.pt
Summary	<p>Session 1: Presentation of all elements, including the/a TORVC</p> <p>Session 2: Interview</p> <p>"Life Line" - For this activity young people need about 10 minutes. It is suggested participants to draw a line and it put the main positive and negative events. The line should present life, from birth to the present age, and it must include the sensed events as "positive" indicated above, and the "negative", displayed below the line. The TORVC should also make his/her own "Lifeline" and present it before the other participants. (brief) Explanation of the importance of self-knowledge in the vocational tasks and decision making (relating to the activity of "Life Line")</p> <p>Participants fill in a file named "Who am I?", which hosts a number of questions and tasks related to the self, filling in incomplete sentences, best and worst grades, leisure, future forecast, etc.</p> <p>Start organizing the portfolio;</p> <p>Session 3, 4 and 5: Diagnosis</p> <p>Psychological Assessment: Inventory fill interests</p> <p>Psychological Assessment: Application of a battery of aptitude tests</p> <p>Return of results</p> <p>Session 6, 7 and 8: Information sessions</p> <p>Exploring the information on training and occupation offerings; visit and participating in fair/exhibitions of training offers and visiting companies;</p> <p>Session 9 and 10: Referral Plan</p> <p>Formalizing the referral/enrollment of young people in offers/courses congruent with their profiles;</p> <p>Session 11: Session with Parents / Guardians.</p>

<p>Objectives</p>	<ol style="list-style-type: none"> 1. Promote vocational maturity; 2. Allow the understanding of contextual variables that influence the vocational choices; 3. Allow the understanding of the concept of himself regarding values, interests, personality, etc...; 4. Allow the identification of attitudes, knowledge and skills necessary for the resolution of development tasks; 5. Allow the knowledge of professional area of interest (characteristics of professions and training alternatives); 6. Allow the identification of alternative education and vocational training that give access to the pursuit of professions; 7. Promote decision making; 8. Promote school success; 9. Entering the labor market; 10. Alternatives to follow studies after the completion of the 3rd year.
<p>Background</p>	<p>This program is designed for young people who attend all vocational courses and at risk of ESL or excessive absences</p>
<p>Actors</p>	<p>Comment: This best practice is carried out by the responsible Directorate of Vocational Guidance and Professional Insertion along with CQEP</p>
<p>Challenge</p>	<p>Motivate young people and integrate them into the school. Make them understand the importance of school, qualification routes and exploring the offers in the labor market</p>
<p>Approach</p>	<p>Mainly using examples of successful cases</p>
<p>Outcomes & Impact</p>	<p>80% of young people included in the project have continued their higher education studies and courses with which they identify and that have a strong integration in the labor market</p>



Evidences of Success	<p>CQEP of D. Sancho Education, Inc. register in SIGO platform [Information System and Management of Educational Provision and Formative] all the work done, including individual plan of referral. Together with other vocational schools we held meetings to establish best practices and similar methodologies.</p>
Further information	<p>NA</p>
Available resources/tools	<p>Employability actions Vocational Development Plan Active job search resources (manuals)</p>

Conclusion

From the analysis of the countries Desk Researches came out that in some countries (i.e. Romania, Hungary) there is the lack of a coherent national/regional/local career guidance system targeting the initial and continuous vocational training.

Other negative aspects are: the underdevelopment of career guidance centers networks especially in rural areas and smaller towns; poor dissemination and/or utilization of online available tools; lack of a quality assurance strategy and of resources allocated for the career guidance services addressed to groups at risk (which increases the period of time necessary for finding a job after finishing a professional qualification program); gap and lack of clarity in lifelong guidance statutory roles and responsibilities; lack of agreement across sectors on the definition of the core concepts that describe the lifelong guidance process and practices.

Moreover the co-ordination of lifelong guidance as ‘a cross-cutting theme’ - in schools, vocational education & training (VET), higher education, employment services and social inclusion policies, needs to be strengthened significantly in the current system.

Unfortunately, in many cases career guidance still depends on whether school staffs are aware of the importance of it and whether they have the necessary information about available possibilities of career guidance and counseling.

In other countries (i.e. Italy) it is highlighted how the situation of the guidance and placement services organised by regions at local level is uneven and reveals the need for a national policy , in order to put an end to the fragmentary situation of actions, practices, services and job roles.

All the researches show that there is an increased interest in investing in Career Advice and Guidance services as well as in improving the relation of the School Education System with the labour market, even if the desk researches reveal gaps of actions and negative implementation of Career Advice and Guidance services.