



CAPE – Careers Advice and Pathways to Employment
2015-1-PL01-KA202-016802



Co-funded by the
Erasmus+ Programme
of the European Union

103

GUIDE TO GOOD PRACTICE IN CAREERS ADVICE FOR NEET'S



Co-funded by the
Erasmus+ Programme
of the European Union

CAPE – Careers Advice and Pathways to Employment
2015-1-PL01-KA202-016802

Contents

Introduction to The Guide to Good Practices in Careers Advice for NEET's.....	3
Good Practices addressed to Policy Makers	3
National Guidance Portal (Hungary)	4
Educational Priority Zones – EPZ (Cyprus)	4
Observatory of the Labour Market for Education (Poland)	5
Training and Innovation for employability- School and University (Italy)	6
Guidance on delivering the training the trainer programme and how to use the careers curriculum framework to structure careers guidance in schools.	6
Case studies, testimonials and summary from the “Training the Trainer Programme” Testing phase questionnaire.....	9
Testimonials and feedbacks from the Training event.....	10
Development of Good Practices under Module 6 in the Training the Trainer Programme	12
Conclusions and Recommendations for Policy Makers	14
References.....	15



Co-funded by the
Erasmus+ Programme
of the European Union

CAPE – Careers Advice and Pathways to Employment
2015-1-PL01-KA202-016802

The Guide to Good Practices in Careers Advice for NEET's

Introduction to The Guide to Good Practices in Careers Advice for NEET's

The Handbook is designed to promote quality career advice and guidance within educational institutions and organisations, focusing on the role and importance of the Policy Makers for the reduction of the gap between the parallel “world and reality” in which educational institutions, labour market and students are living. In fact, this handbook introduces Good Practices target to Policy and Decision Makers gathered through the desk research carried out in the first phase of CAPE project and published in the Literature Review Report (IO1). The Guide to Good Practices in Careers Advice for NEET's gives an overview of the work undertaken by CAPE consortium, providing guidelines how to use and exploit the tools and activities created within CAPE project, thanks to the experience acquired in the two years project. Additionally the handbook collects testimonials gathered and surveys developed by participants of the “Training the Trainer Programme” piloting.

Good Practices addressed to Policy Makers

CAPE Consortium individualised different Good Practices addressed to Policy and Decision Makers, that aims to improve the Career Advice Guidance to Vocational Schools' students and to NEET's. The following Good Practices aim to meet their needs and the requirements of the Labour Market, which reveals the social and economic context of partners' countries. These Good Practices belong to the Literature Review Report (Intellectual output 1) developed by CAPE Consortium in the first phase of the project, published at the following website: <http://www.cape-project.eu/>



Co-funded by the
Erasmus+ Programme
of the European Union

CAPE – Careers Advice and Pathways to Employment
2015-1-PL01-KA202-016802

National Guidance Portal (Hungary)

In Hungary in 2010 the National Labour Office (Nemzeti Munkaügyi Hivatal) launched the National Guidance Portal (Nemzeti Pályorientációs Portál) within the framework of the SROP 2.2.2. Programme. The Portal gives useful information about the world of education and labour as well as different jobs and professions opportunities, and provides services that support career decisions and critical transformations of the working life. The National Labour Office addresses the National Guidance Portal to youngsters as well as adults with the aim to renew lifelong guidance services and make them accessible to everyone, thanks to the use of ICT's, classroom-based work and contact points. Moreover it addresses to professionals in order to renew the lifelong guidance services and to stakeholders for the creation of Network.

The services that have been launched are available on <https://palyaorientacio.munka.hu/>

The national journal of lifelong guidance and counselling, to download from the portal (Életpálya-tanácsadás) provides useful information and good practices for guidance practitioners and guidance professionals: <http://eletpalya.munka.hu/eletpalya-tanacsadas-folyoirat>

Educational Priority Zones – EPZ (Cyprus)

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").

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).



Co-funded by the
Erasmus+ Programme
of the European Union

CAPE – Careers Advice and Pathways to Employment
2015-1-PL01-KA202-016802

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 and managed by the Ministry of Education and Culture in Cyprus (www.moec.gov.cy).

Observatory of the Labour Market for Education (Poland)

The Centre of Improving Teachers and Practical Education (Łódzkie Centrum Doskonalenia Nauczycieli i Kształcenia Praktycznego) in Lodz, has managed an Observatory for analysing the state and changes in the Labour Market and for obtaining information about its expectations and requirements. The aim is to conduct a comprehensive monitoring system of the Labour Market in order to update the vocational training and school system in Lodz and in the Region.

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.

The Observatory is becoming basic sources of information for the purposes of the careers guidance. The findings and analyses point out the lack of demand of specific qualifications in the local/provincial Labour Market and from the other side show the demand for other qualifications; this should contribute to improve the allocation of young people in the Educational System and consequently in the Labour Market. (<http://orpde.wckp.lodz.pl/>)



Co-funded by the
Erasmus+ Programme
of the European Union

CAPE – Careers Advice and Pathways to Employment
2015-1-PL01-KA202-016802

Training and Innovation for employability- School and University (Italy)

This is a national experimental program for technical assistance to schools and universities, promoted by the Italian Ministry of Labour. FlxO - *Formazione e Innovazione per l'Occupazione* (Training and Innovation for Employment), 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 *management of a placement service in schools*, for assisting the educational establishments in organising and providing guidance, intermediation and placement services; *implementation of a personalized guidance and placement system* for the students to suit their needs; *assistance with the establishment and/or strengthening of the territorial network of stakeholders* to facilitate the employment of young people.

In 2015, a call has been issued within the program to select 300 CFP (vocational training centres) 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.

At the end of this experimental period, the vocational training centres should be able to manage Career Guidance Services and enhance students experience in the labour market. (<http://www.italialavoro.it/wps/portal/fixo>)

Guidance on delivering the training the trainer programme and how to use the careers curriculum framework to structure careers guidance in schools.

CAPE Consortium has developed the Training the Trainer Programme IO4 and the Careers Curriculum Framework IO6 which aim to increase teachers'/trainers' attention on the development of skills in students, important for their integration in the labour market and planning of their life plan. These can be useful also for educators and trainers willing to work with NEET's and young people at risk of ELS (Early School



Co-funded by the
Erasmus+ Programme
of the European Union

CAPE – Careers Advice and Pathways to Employment
2015-1-PL01-KA202-016802

Leaving), as they aim also to work on learners’ self-awareness and self-empowerment, which are key elements for such a target.

Training the trainer programme for teachers, counsellors and trainers aims to provide them the skills and tools to embed relevant guidance into teaching and learning process, thus in the curricula of their institution.

The programme focuses on the following concepts: Career Management Skills, Labour Market Awareness, Personal and Social Skills, and Organisational Skills. These are presented into four modules that are independent from each other, but closely related. Learners are invited to carry out also a fifth module - the last one, which is practical and suggests the different steps to develop a plan to embed Career Management Skills in the curriculum. Thanks to the last module, learners are accompanied in the implementation of the concepts learned in the Training the Trainer Programme, by involving the different practitioners (teachers, external experts, counsellors, psychologists, director) according to the institution. It is highly recommend to carry out the first Module which introduces the whole Programme and invites learners to think about the own knowledge, skills and competences before starting working and learn more in the following modules.

MODULE 1 INTRODUCTION

MODULE 2 CAREER MANAGEMENT SKILLS (CMS)

MODULE 3 LABOUR MARKET AWARENESS

MODULE 4 PERSONAL AND SOCIAL SKILLS

MODULE 5 ORGANISATIONAL SKILLS

MODULE 6 IMPLEMENTATION: EMBEDDING “CAPE” IN YOUR CLASSROOM

The training programme lasts 20-25 hours and will be delivered as blended learning. The most practical part will be face to face. The face to face part consist in some clarifications related to the content of the module, and primarily practical activities.



Co-funded by the
Erasmus+ Programme
of the European Union

CAPE – Careers Advice and Pathways to Employment
2015-1-PL01-KA202-016802

Each Unit contains an assessment, which enhances the self-reflection.

CAPE Consortium believes that all the concepts above mentioned should be part of schools' strategic approach to teaching, learning and assessment of career education. Therefore the Training the Trainer Programme aims to support teachers to think and work on these concepts and embed CAPE in the curriculum. As previously mentioned, educators and trainers working with NEETs and people at risk of ELS (Early School Leaving) can take advantages from CAPE Training the Trainer Programme, finding tools to support them in their personal and professional path for the development of skills important for their future and relevant for the labour market. For instance, the exercises provided in Module III - LABOUR MARKET AWARENESS invite to have a constructive approach and make an analysis about the labour market in relation to the own attitudes, interests and competences.

More information about the Training the Trainer Programme aims and content are available on CAPE project website: <http://www.cape-project.eu/>

The CAPE Curriculum Framework is a practical guide for embedding career advice in the Vocational Education and Training (VET) curriculum. It should be used as a valuable tool by VET teachers and trainers, who wish to embed career advice in their curriculum, with the ultimate purpose of assisting young students, especially young students at the risk of ELS (Early School Leaving).

At its core, the CAPE Curriculum Framework identifies the knowledge, skills and competences that young people need in order to make quality decisions for available vocational routes to employment. It also provides additional guidelines to help VET teachers and trainers and career practitioners to tailor career education and meet the needs of young people at risk of Early School Leaving.

The CAPE Curriculum Framework can be of practical use to the following Vocational Education and Training (VET) professionals:



Co-funded by the
Erasmus+ Programme
of the European Union

CAPE – Careers Advice and Pathways to Employment
2015-1-PL01-KA202-016802

- Teachers
- Trainers
- Career practitioners
- Administrators
- Curriculum coordinators

All above-mentioned professionals can refer to the CAPE Curriculum Framework with the expectation of receiving practical guidance, interesting ideas as well as tips and hints about embedding career advice in the VET curriculum.

More information about the Curriculum framework content are available on CAPE project website: <http://www.cape-project.eu/>

Case studies, testimonials and summary from the “Training the Trainer Programme” Testing phase questionnaire

Partners have implemented the testing of CAPE Training the Trainer Programme at local level, involving internal staff, collaborators and practitioners from their local network. The aim of the testing was to gather useful suggestions/feedbacks for its divulgation in the VET institutions at local and national level; to have a multiplier effect inviting participants to divulgate their learning experience in CAPE among their colleagues/staff, encouraging its embedding in their curricula.

Partners had the chance to introduce and implement activities of CAPE Training the Trainer Programme also in an international context, respectively in the Multiplier Events the 18th November 2016 in Pietra Neamt (Romania), the 24th March 2017 in Lisbon (Portugal) and the 9th June 2017 in Lodz (Poland).

The testing encouraged a synergic and peer sharing experience from a professional point of view as teachers/educators/trainers/counsellors and a personal one as student. In fact, first of all CAPE Training the train programme invites participants to



Co-funded by the
Erasmus+ Programme
of the European Union

CAPE – Careers Advice and Pathways to Employment
2015-1-PL01-KA202-016802

think and measure the own skills and competences, putting them in a peer level as their students; secondly it invites participants to analyse the Labour Market and to have a peer approach with students, in order to let them feel in a comfortable zone and encourage a constructive dialogue.

Testimonials and feedbacks from the Training event

Teachers affirmed that the Training the Trainer Programme provides the main concepts and practical competences interesting for working in the Career Advice and Pathways with student in Vet School.

The information and the general vision provided by CAPE Training the Trainer Programme help teachers that are not familiar with the thematic to gain knowledge and competences which enable them to work for the development of students' Career Management Skills and Competences. Participants state that it is interesting and useful as well for teachers that are acquainted with the thematic but do not apply it in the curricula, because of lack of experience, practice and time. Therefore the Training the Trainer Programme helps to include the development of students' Career Management Skills and Competences in their schedule and work with the students, thanks to the examples and practical exercises provided. CAPE project offers also a Curriculum Framework which enriches teachers' curricula, providing further exercises to be implemented in the classrooms.

Thanks to these, teachers can improve the work with the students and make it more dynamic and related to the job market reality. Participants recommend to teachers to be well acquainted with the Training the Trainer Programme and the Curriculum Framework in order to fluently use it in their classrooms and to adapt the exercises to students context, taking into account cultural, working and learning aspects.

The most challenging module is the Labour Market Awareness, because the main difficulty for teachers is the relation with the entrepreneurs and to know the real



Co-funded by the
Erasmus+ Programme
of the European Union

CAPE – Careers Advice and Pathways to Employment
2015-1-PL01-KA202-016802

needs of the labour market. Participants state that the prerequisite of interaction among VET centres/schools and entrepreneurs is essential in order to achieve a fruitful and concrete guidance for students. In fact, participants believe that the involvement of entrepreneurs must be more constant, so that there is an intimate relationship between what is taught in VET centres and what companies are demanding.

Besides the active and constant involvement of employers, the Training the Trainer Programme encourages teachers to be proactive and to develop a practical and interactive programme independently from the participation of practitioners expert in this area. Teachers state that it is very useful for both their professional as well personal advancement and believe that it will enhance their interaction with students and their effectiveness at work.

From the Piloting phase came out also the need of action by the Government. Teachers state that the Ministry of Education has to foster the implementation and improvement of Career Advice and Guidance in Educational Institutions, in order that all students can take full advantages of it. Career Advice and Guidance should be embedded in all curricula and the learning outcomes concerning career management skills and employability skills need to be included. Educational authorities should be informed about Programmes such as CAPE Training the Trainer Programme, pointing out its benefit for students as well as for society and labour market.

In conclusion, CAPE Consortium state that teachers and tutors participating in the testing expressed the imperative need for career management skills and employability skills to be embedded in VET. Teachers and tutors participants of the testing affirmed that the training modules of the Training the Trainer Programme enable teachers of all subjects to gain a full understanding of Career Management Skills and employability skills as well as to embed career education and guidance into their curriculum.



Co-funded by the
Erasmus+ Programme
of the European Union

CAPE – Careers Advice and Pathways to Employment
2015-1-PL01-KA202-016802

Development of Good Practices under Module 6 in the Training the Trainer Programme

Teachers and tutors participating in the testing of Training the Trainer Programme have applied the knowledge and competences acquired, and developed practices that could be implemented in their working environment.

For this, they have followed the Module 6 *Implementation: Embedding “CAPE” in your classroom* of Training the Trainer Programme (Module 6 p.134), which aims to support teachers in realising their role in promoting careers education, in identifying opportunities to link their teaching with careers education, in developing a plan to embed CMS in the curriculum, in reviewing and evaluating their practice through self-reflection.

Below you find 2 case studies developed in Cyprus and Poland by teachers that have participated in the Testing phase of CAPE Training the Trainer Programme.

Cyprus

Cypriot participants have implemented the activity named *“Audit of School Provision”* (Activity 6.1.2 p.140 Training the Trainer Programme). Participants were invited to think about the existing provision of careers advice and guidance, indicate the gaps and make suggestions for improvement, using and filling in the *Worksheet 1* (Activity 6.1.2 p.141 Training the Trainer Programme). Participants referred to content of *Modules 1* (Introduction), *Module 2* (Career Management Skills) & *Module 6* (Implementation: Embedding “CAPE” in your classroom). Once participants completed Worksheet 1, they shared their findings and exchanged feedback.

The activity helped teachers to realize the meaning and the crucial significance of Career Management Skills and Employability skills. The activity gave them the



Co-funded by the
Erasmus+ Programme
of the European Union

CAPE – Careers Advice and Pathways to Employment
2015-1-PL01-KA202-016802

opportunity to share views with individuals of different backgrounds, expand the spiritual horizons concerning career guidance and employability skills.

The methodology used was blended and group activity. The 15 participants were divided into 3 groups of 5 participants. Teachers stated that it was difficult and challenging to work in a heterogeneous group as they were from various disciplines.

Poland

Polish participants implemented the UNIT6-3 “Embedding CMS in the curriculum” (Unit 6.3, p.154 Training the Trainer Programme). Participants planned the development of students’ key competences and learning outcomes according to teachers’ subjects, as they came from different professional background.

In particular, participants worked on “Planning a Lesson and embedding CAPE” (Activity 6.3.2, p.158 Training the Trainer Programme). They filled in the worksheet 5 (Scheme of Work) and worksheet 6 (Lesson Plan). The Worksheet 5 (Scheme of Work) guides teachers to plan lessons over a period of time (i.e. one semester) with the aim to embed careers education and CAPE Key Competences into their subject area. The Worksheet 6 (Lesson Plan) guides teachers to plan one lesson according to the Scheme of Work above mentioned, thus according to the lesson plan of the whole semester.

The exercises have been implemented in 2 sessions of 2 hours each, using the blended methodology. The participants were 11 teachers of different subjects.

Teachers affirmed that the exercises extended their ideas about linking the own subject with career guidance, and awakened the large personal interest and desire to apply and use these methods.



Co-funded by the
Erasmus+ Programme
of the European Union

CAPE – Careers Advice and Pathways to Employment
2015-1-PL01-KA202-016802

Conclusions and Recommendations for Policy Makers

The researches undertaken for the development of the Literature Review Report (Intellectual output 1) shows 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.

All target groups involved in CAPE project, namely teachers/tutors, young people at risk of Early School Leaving and employers expressed their interest in the development of more structured Career Advice and Guidance services in educational institutions.

In almost all the educational institutions involved in the research, those services have some limits and can be improved. These limits are mostly caused by the gap of a relationship between the educational institutions and the labour market, whose needs and requests are continuously changing.

CAPE offers tools to teachers, trainers, students and young people in order to analyse the Labour Market and be aware about its requests.

However, actions should be undertaken by Policy Makers in order to increase the channels of communication and collaboration between education and work. Therefore CAPE Consortium has developed the following recommendations for Policy Makers, that could decrease the distance between the educational system and the labour market:

- ✓ Fostering Internship as learning experience in a working context, by offering economic benefits in terms of taxes, in case the contract progress from internship to employment.
- ✓ Regulate the status of interns and avoid that it represents a replacement of regular job.



Co-funded by the
Erasmus+ Programme
of the European Union

CAPE – Careers Advice and Pathways to Employment
2015-1-PL01-KA202-016802

- ✓ Provide incentives to companies for covering the costs of tutoring, that guarantee constructive and structural integration of interns in the working context, and allow a working plan of his/her learning path.
- ✓ Ministry of Education should incentive the internship experience of students throughout the learning path at schools, by providing incentives to teachers' that support students in the reflection of the learning experience.
- ✓ Cooperation of all relevant stakeholders in managing education and training systems, along with the continuous adaptation of curricula, contributes to a greater and more rapid responsiveness to changing skill demands.¹

References

http://www3.weforum.org/docs/GAC/2014/WEF_GAC_Employment_MatchingSkillsLabourMarket_Report_2014.pdf

<https://palyaorientacio.munka.hu/>

<http://eletpalya.munka.hu/>

<http://wckp.lodz.pl/>

www.moec.gov.cy

<http://orpde.wckp.lodz.pl/>

<http://www.lavoro.gov.it>

<http://www.italialavoro.it/wps/portal/fixo>

<http://www.cliclavoro.gov.it/Progetti/Pagine/FIxO.aspx>

http://www3.weforum.org/docs/GAC/2014/WEF_GAC_Employment_MatchingSkillsLabourMarket_Report_2014.pdf

1

http://www3.weforum.org/docs/GAC/2014/WEF_GAC_Employment_MatchingSkillsLabourMarket_Report_2014.pdf