



go!



**Promoting Career Guidance
for Disadvantaged Groups:**
Lessons Learned and a Step Forward

Best Practice Projects in Career Guidance

<https://go-careerguidance.eu>
<https://go.projectsgallery.eu>

 **MMC** Mediterranean
Management Centre

Asnor
Associazione Nazionale Orientatori



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About the project

Promoting Career Guidance for Disadvantaged Groups: Lessons Learned and a Step Forward – acronym GO!

A project funded by the European Commission under the programme “Erasmus+ – KA210 – Small-scale Partnerships in Vocational Education and Training.

Context

An area where many EU projects are being implemented is that of career advising with emphasis on disadvantaged groups. Several tools, trainings etc. have been developed, often for specific disadvantaged groups, but there is not a onestop shop where one can find all tools.

Objectives

1. To develop a one-stop shop that will present projects considered good practices in the area of career advising for disadvantaged groups
2. On the same one-stop shop, to present practices and tools using different classifications to make it easy for career advisers to find the tools most applicable to them
3. To develop awareness on the one-stop shop for career advisers and disadvantaged groups. This will be achieved through workshops in the countries of the consortium (career advisers), through a conference (career advisers & disadvantaged groups), and through dissemination and exploitation activities in other countries
4. Through the use of the one-stop shop, to enhance the skills and knowledge of career advisers working with disadvantaged groups, which will lead to improved services provided by them
5. To facilitate the inclusion of disadvantaged groups in the labour market and the society through the provision of better career guidance services by advisers who will use the platform.



Results

Tangible

- 1 web platform in the form of a one-stop shop to present EU-funded projects and tools developed in the area of career guidance and/or career guidance for disadvantaged groups. This platform will serve also as a “community of practice” for career advisers to exchange experiences and suggest improvements
- several awareness-raising materials

Intangible

- 4 national awareness-raising workshops on the use of the web platform
- 1 transnational conference to raise awareness of career advising for disadvantaged groups

Linking with priorities

- **Inclusion and diversity in the fields of education, training, youth & sports**

Employment leads to inclusion and improves the social capital of people, while in order to reach the desired objective of employment, people often improve their human capital. Hence, career advising plays an important role in the inclusion of disadvantaged groups. For this to be effective, career advisers need innovative tools and techniques, access to which will be granted to them through this project.

- **Addressing digital transformation through development of digital readiness, resilience & capacity**
- The web platform will present in a digital way tools developed in the area of career advising for disadvantaged groups and will convert those not digital into digital. Thus, it will serve as a digital library.



- Through the awareness-raising workshops the digital readiness and capacity of career advisers will be developed.

- **Contributing to innovation in vocational education & training**

One stop-shops are innovative, as tools developed for one disadvantaged group may be tested to another. They also facilitate the exchange of experiences for the benefit of the community.

Partners

- M.M.C MANAGEMENT CENTER LIMITED, Cyprus
- Associazione Nazionale Orientatori Asnor, Italy



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Document background

The document contains the result of the Good Practice (GP) research under the project lifetime.

The research about good practice examples is about successful cases of innovation in career guidance and effective occupational orientation in Europe.

It is composed by the Best example (selected by project partners) from European countries with the following focus: innovative and alternative approaches to promote career guidance for disadvantaged groups.

The following pages present 26 good practice projects. For each of the projects we present:

- How it works
- The geographical area (here you can see the country of the coordinator)
- The criteria based on which the project was selected
- The important output or outcome of the project (What)
- The reasons for success
- Useful links

CRITERIA used to select the Good Practice Project:

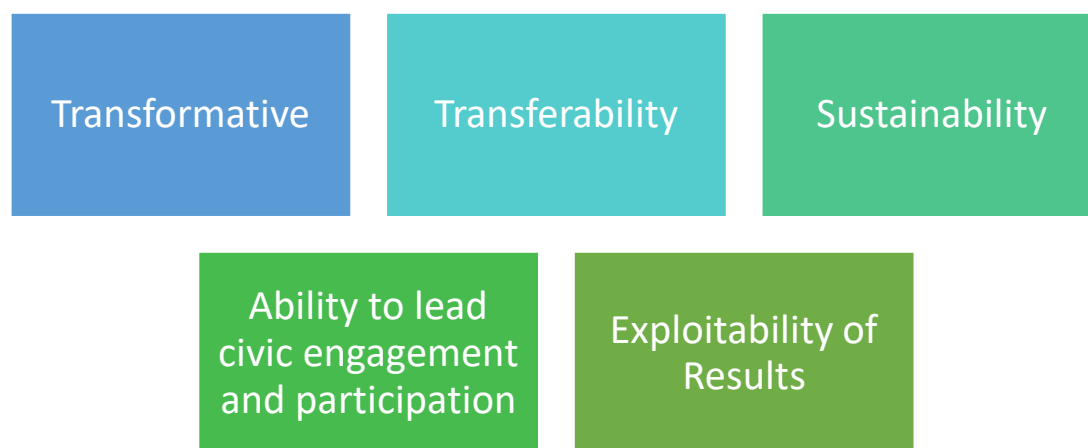


Figure 1: Criteria for the selection of a good practice

*GP = Good Practices

Explanation of criteria:

- Transferability: The extent to which the best practice is replicable, that is can be applied or generalized to other contexts, settings, or populations beyond the original project.
- Sustainability: The capability of enduring ie the ability to maintain or support the best practice over the long run
- Ability to lead civic engagement and participation: A critical parameter for fostering democratic processes, community development, and social change
- Exploitability of results: the extent to which the findings or outcomes of a study, project, or analysis can be utilized or leveraged for practical benefits



GP 1 – Career Skills Project

How it works

The Career Skills Project aims to become a Europe-wide online one-stop shop acknowledging the needs of career guidance practitioners, stakeholders (policymakers, employers, educational institutions), and disadvantaged groups (low-skilled or over-skilled individuals, NEETs, older workers, people who seek support for career transition, etc.).

The consortium aims to achieve and develop the following tasks: the career skills platform, the catalogue, a massive open online course (MOOC), a free online map of career services, and the career skills network.

The project has been completed in November, 2022 and subsequently you can find the successful results. The Career Skills Platform is a European online space dedicated to explaining, developing, and supporting career management skills in the lifespan. The platform has been visited by 18,890 unique visitors and 850 users have registered, benefiting from all the tools and material that will remain available until the end of 2025.

MOOC consists of 360 exercises divided into 12 modules, suitable for all ages. 247 trainers were trained and piloted the course to 568 learners of whom 96% provided very positive feedback on the practical approach, diversity of tasks, learning approach, and usefulness.

Lastly, 540 career counsellors and organisations are registered on the online map which connects career seekers with qualified career practitioners.

The Career Skills projects have been implemented in Bulgaria, Finland, France, Germany, Greece, and the UK.

Source of the materials:

<https://career-skills.eu/project/>



Geographical Area:

Bulgaria

Criteria:

*Transferability, Transformative
Sustainability, Civic
engagement*

Exploitability

What:

*An online one-stop shop which
aims to benefit career guidance
practitioners, stakeholders, and
disadvantaged groups*

Implementation:

International

Reasons for Success:

*Practical approach, diversity of
tasks, learning approach*

Links:

[Project | Career Skills Project
\(career-skills.eu\)](https://career-skills.eu/project/)



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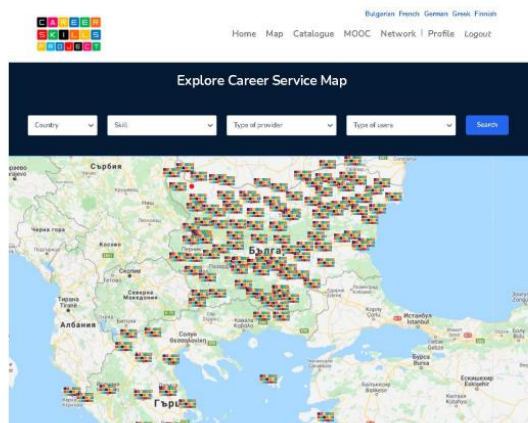
Photos, pictures, logos

Logo



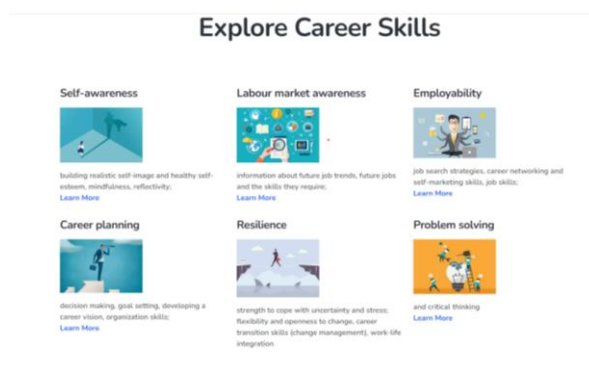
This picture comes from the 3rd Newsletter of the project and it shows the Career Service Map which has more than 220 providers across Europe.

Career providers can register themselves on the platform and deliver their services to people who really need them.



copy 20.02.2023 from https://career-skills.eu/career-skills_newsletter-3_en_150421/

A picture from the Career Skills Project Catalogue that was created for the purpose of the project





GP 2 – Emotional Intelligence in Labour Market [EILM]

How it works

This project has arisen due to the need to update outdated tests and methodology for supporting career decisions and vocational development of people, during the transition and long-term unemployment, looking for competencies important in the open EU job market. VET advisers are trying to find new tools that will help young EU citizens with their personal career development.

The project aims to improve the emotional intelligence and socio-emotional competencies of VET advisers, career coaches, and VET learners which are considered to be of exegetical importance.

For the implementation of the project, an online portal was developed that consists of assessment tools. The questionnaire demonstrates the usual behaviours and the emotions you feel in different work situations. It also comprises materials that have been used for the delivery of modular training for vocational counsellors and psychologists which would help them identify the potential of each learner.

Source of the materials:

<https://www.eduforma.it/about-projectsumari/>



Geographical Area:

Italy

Criteria:

Transferability

Transformative

Sustainability

Civic engagement

Exploitability

What:

An online portal consisting of assessment tools and material for the enhancement of socio-emotional competencies of long-term unemployed individuals and VET practitioners.

Implementation:

Local/Regional/National/International

Reasons for Success:

Pilot experiment

Links:

<https://www.eduforma.it/erasmuseilm/>



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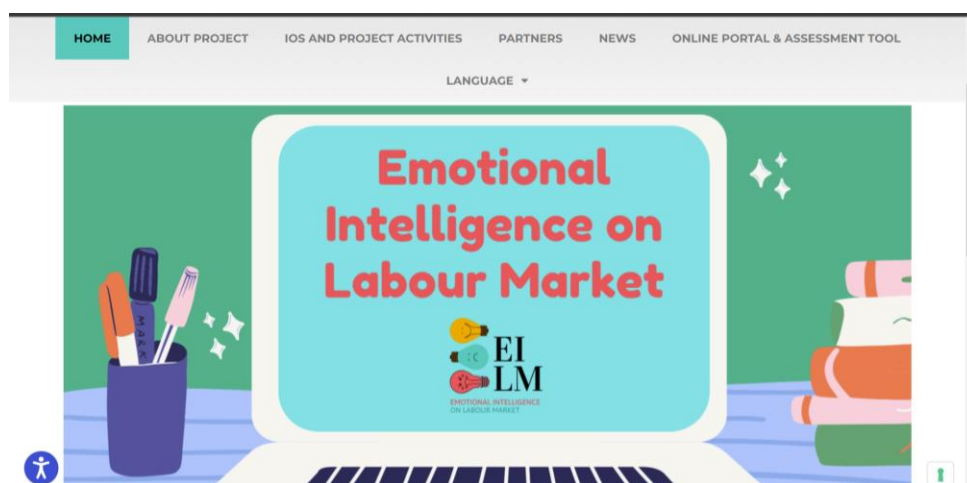
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Photos, pictures, logos

Logo



The picture is from the website of the project.



copy 20.02.23 from <https://eduforma.it/erasmuseilm/>

GP3- European senior Volunteering through mentoring for the social inclusion of Young people in difficulties [EvolYou]

How it works

The EvolYou project aims to significantly enhance the employability and social inclusion of disadvantaged young people aged 15-30 through a dual strategy. Firstly the project integrates them into a training pathway that leverages intergenerational mentoring with senior volunteers, the project sharpens the youths' soft skills and their employability skills.

This pathway not only improves key competencies that are crucial for the labor market but also fosters a sense of active inclusion among the participants. Secondly, by engaging seniors as mentors, the project promotes active aging and ensures that their experience actively contributes to the societal well-being of the youth but also the seniors.

Completed in January 2022, EvolYou has already demonstrated success, evidenced by its recognized presence on the EPALE platform. The project's methodological model has been both innovative and effective, involving over 80 senior mentors and 130 youth in didactic experimentation that resulted in the delivery of a methodological manual, shaping future directions for similar initiatives by other organizations.

Source of the materials:

<https://www.evolyouproject.eu/project/>



Geographical Area:

Italy

Criteria:

Transferability

Transformative

Sustainability

Civic engagement

Exploitability

What:

The improvement of key competencies and skills regarding their relevance in labour market and contribution to a cohesive society.

Implementation:

National/International

Reasons for Success:

Recognition, acceptance and support within society, intergenerational understanding.

Links:

<https://www.evolyouproject.eu/>

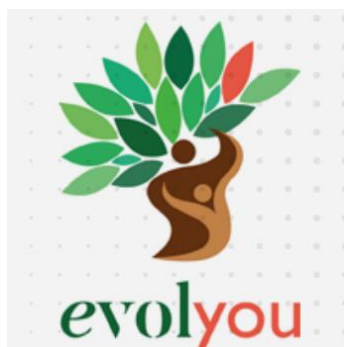


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After the completion of the project, the consortium recalled 3 important moments of their cooperation and shared these pictures on the website. The pictures display the kick-off meeting in Turin (Italy), the Winter School in Bonn



copy 20.02.23 from <https://www.evolyouproject.eu/2022/01/30/memories-from-the-album/>



GP 4 – Career Guidance in a Changing Labour Market – [WORKGUIDANCE]

How it works

The main goal of the project is to enhance the quality and the effect of how career guidance is used in practice concerning the better motivation of more low-skilled workers to seek work guidance as a precaution in case they are in danger of losing their jobs.

This project focuses on teachers and trainers(coaches) that need to boost their training skills when delivering practical work guidance to low-skilled employees and/or employees who are at risk of falling out of working life because of structural alterations. These results can be used for active job seekers.

The aim of WORKGUIDANCE is the development of new ways to use the best and most efficient parts of the methodology that already exists by focusing on good practices exchange, re-design, and validation of tools already in use, and/or description of how to adapt well-known methodology in new ways.

The primary result of the project will be the practical outcomes from the planned guiding experiences that occurred in the partner countries which will be presented in a Guidance Manual.

In January 2022 the project was successfully completed and the teams finalised a practical handbook for work guidance, named “Work for life”.

Source of the materials:

<https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-NO01-KA204-038870>



Geographical Area:

Norway

Criteria:

Transferability

Transformative

Sustainability

Civic engagement

Exploitability

What:

The improvement of coaching skills for teachers/trainers when delivering practical work guidance to employees with low basic skills and / or employees in danger of falling out of working life.

Implementation:

National

Reasons for Success:

The development of new new ways of using the best and most efficient parts of existing methodologies.

Links:

<https://www.step-institute.org/career-guidance-in-a-changing-labour-market/>



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Photos, pictures, logos

Logo;



The consortium
having a meeting



copy 20.02.23 from

<https://www.step-institute.org/career-guidance-in-a-changing-labour-market/>

GP 5- SAVE

How it works

SAVE aims to create an innovative system to prevent early school, and NEET issues. The goals of the innovative system are to engage and motivate students, empower trainers' guidance and learning goals, and enhance the schools' and IVET responsiveness.

To accomplish this, several activities and tools were implemented. One of them is the execution of effective self-awareness and evaluation tools, and inclusive learning solutions to keep the students motivated. Regarding the trainers' guidance and learning empowerment, new pedagogical models were defined based on self-evaluation, a technologically enhanced environment, supporting both students' learning processes and trainers' knowledge sharing.

By the end of the project, what was achieved is the development of an integrated web system focusing on both students and learners and providing a set of learning and self-evaluation resources supporting the learning and development process, strategic recommendations, and an enriched network of SAVE partners.

The project was completed in August 2016, but the results and the achievements are relevant and helpful as of today.

Source of the materials:

<https://www.euroguidance.eu/save-self-awareness-evaluation-and-motivation-system-enhancing-learning-and-integration-to-prevent-and-contrast-esl-and-neet>



Geographical Area:

Italy

Criteria:

Transferability Transformative

Sustainability

Civic engagement

Exploitability

What:

Definition and validation of innovative models, and tools supporting engaging youth personal development processes, based on self-awareness, reflective & participative based learning models.

Implementation:

National/Europe

Reasons for Success:

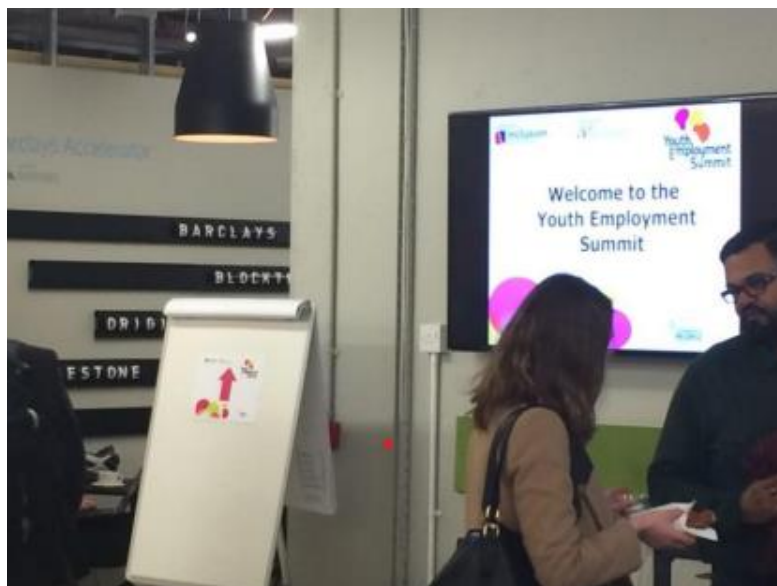
Pilot experiment

Links:

<http://save.ciofs-fp.org/>

Photos, pictures, logos

Logo

SAVE multiplier event
in London, UK, 2015

copy 20.02.23 from <http://save.ciofs-fp.org/category/multiplier-events/>

Deliverables:





GP 6 – Future-proof Your Career [FYC]

How it works

The project targets two (2) groups; disadvantaged (individuals with disabilities, low educational background, barriers to access) job seekers, career guidance practitioners, and VET stakeholders.

It aims to support marginalised job seekers to understand the importance of key competencies which are necessary employability competencies for the future labour market. Also, the framework that is developed will empower the guidance practitioners to support and advise disadvantaged individuals to enhance communication, interpersonal, and employability skills.

To achieve the goals of the project, an online learning platform has been developed with an updated version of a tool that has been used during a different project called INFORM. The interactive questions will help the individuals identify their human, social, and psychological capital and, thus, the results can be utilised by the guidance practitioners and prepare the individuals for an automated and digitalised labour market.

Source of the materials:

https://futurecareer.eu/?page_id=28



Geographical Area:

Ireland

Criteria:

Transferability

Transformative Sustainability

Civic engagement

Exploitability

What:

Career guidance framework that focuses on disadvantaged job seekers and career guidance practitioners

Implementation:

National/Europe

Reasons for Success:

Pilot training

Links:

<https://futurecareer.eu/>



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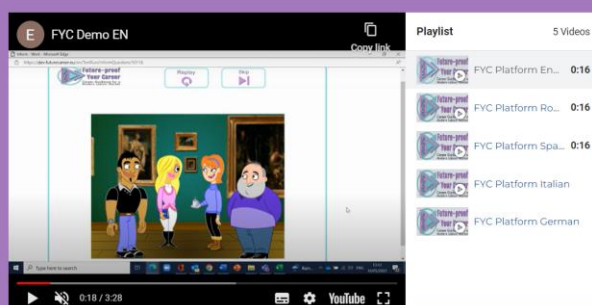
Photos, pictures, logos

Logo



E-learning platform
that will host all the
FYC tools

Platforms demonstration videos:



copy 20.02.23 from

https://futurecareer.eu/?page_id=664&playlist=26b3a24&video=5c2c79c



GP 7 –Chatbot Based Career Guidance [CareerBot]

How it works

CareerBot is revolutionizing career readiness by implementing a unique and innovative digital tool. The project focuses on equipping career guidance practitioners with state-of-the-art digital resources, including a state-of-the-art chatbot integrated with customized labor market information, to better serve marginalized job seekers.

CareerBot designed the chatbot-based career guide, that aggregates critical employment tools and information in one central location. Job seekers can access up-to-date job opportunities across various locations and countries and obtain assistance with CV and application writing among other things. Additionally, they can find preparatory resources for job interviews with instructional videos. The platform also provides insights into future job and work trends within Europe, empowering users with the necessary knowledge to navigate the job market effectively.

Source of the materials:

https://careerbot.eu/?page_id=14



Geographical Area:

Austria

Criteria:

Transferability

Transformative

Sustainability

Civic engagement

Exploitability

What:

A chatbot focused on career guidance and the need to adapt to the rapid changes of the new world of work.

Implementation:

International

Reasons for Success:

*Direct access by job seekers.
Integration of AI into career advising.*

Links:

<https://careerbot.eu/>



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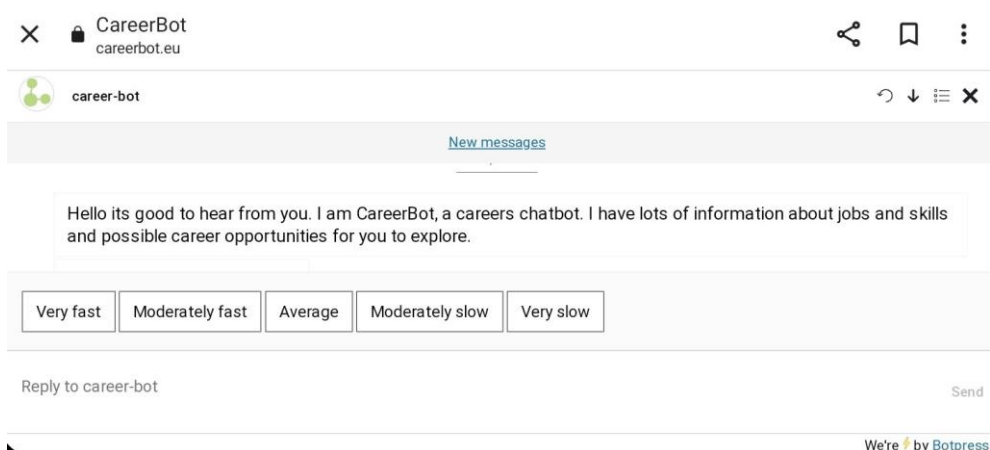
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The picture shows

Career Bot

The picture shows a preliminary version of CareerBot for the pre-pilot testing phase of the project. Everyone can access the chatbot from mobile or PC.



GP 8 – Work@ble

How it works

Work@ble was created to accumulate organisations focusing on job coaching for people with disabilities. Statistics demonstrate that it is more common for individuals with disabilities to be exposed to unemployment and social exclusion.

People with disabilities, VET mentors, and job coaches face the challenge of digitalisation, thus, work@ble aims to develop an E-SCAPE room to train and determine job skills tailor-made to individuals with learning needs and cognitive difficulties because of disabilities. Also, the e-scape room will contribute to the reduction of the digital divide. Job coaches and VET mentors will receive guidelines for the use of the e-Scape room as well as a set of job coaching resources and tools addressed to people with disabilities.

The e-scape room has been tested in Spain, Italy, Greece, Estonia, Norway, and Austria. The individuals who participated in the game found it very exciting, inspirational, and relatable. Job coaches, in Austria, have been able to identify behaviours during the game.



Geographical Area:

Spain

Criteria:

Transferability, Transformative, Sustainability,

Civic engagement,

Exploitability

What:

Through the e-scape room of work@ble, people with disabilities will be able to play and get trained, based on their job skills, by the job coaches/career advisors

Implementation:

International

Reasons for Success:

Innovative e-scape room

Links:

<https://www.workable-project.eu/>

Source of the materials:

<https://www.workable-project.eu/#about-2>



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Photos, pictures, logos

Logo



The picture is from the latest Newsletter of work@ble, which shows the piloting test.

The partners share their feedback on this Newsletter and many of them agree that the piloting will help them solve any technical and/or other issues to improve the quality of the game.



copy 20.02.2023 from

<https://www.workable-project.eu/wp-content/uploads/2023/02/English-NEWSLETTER-1.pdf>



GP 9 – Developing Future Careers Through Personalised Guidance [GuidEU]

How it works

The primary goal of the GuidEU project is to prevent students from dropping out of school and disengagement from the labour market by providing individualized, high-quality career guidance systems and tools that assist lower and upper secondary with career exploration and address a shortage of highly qualified counsellors.

To better connect curriculum to global employment prospects and minimize skill and career mismatches, the project aims to forge strong connections between schools, training facilities, businesses, and parents across national boundaries.

The project was finalized in August 2019, and the consortium has worked with private and public schools, organizations, and institutions involved in the field of education/training, in Poland, Cyprus, Spain, and Turkey.

To achieve the results that the consortium has set, the involved countries had to create a benchmark report of effective and high-quality career guidance, design tools that would identify and measure students' professional skills and predispositions, and create a digitalized board game that would help them understand the labour market. Finally, part of the process was the development of a training tool that mainly consists of career guidance provision.

Source of the materials:
<http://www.guid.eu.net/>

Photos, Pictures, ogos



Geographical Area:

Poland

Criteria:

Transferability

Transformative

Sustainability,

Civic engagement

Exploitability

What:

To prevent students from dropping out of school by using career guidance methods and understanding the predispositions and professional skills of the individuals

Implementation:

Europe

Reasons for Success:

Career guidance from an early stage through strong connections between schools, training facilities, businesses, and parents across national boundaries

Links:

<http://www.guid.eu.net/>



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Logo

GuidEU detailed
training toolkit

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



Developing Future Careers Through Personalised Guidance - guidEU

Training Toolkit



Erasmus+

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copy 20.02.2023 from <http://www.guidEU.net/>

GP 10 – Certification and Qualification for Europe’s Job Brokers [CQJB]

How it works

The project recognized the changes in the labour market that leads to a changing role of labour market advisers and intermediaries, giving rise to an emerging occupational role of the ‘Job Broker’ - a professional who works in publicly-funded VET and labour market programmes that are aimed at unemployed, and typically disadvantaged, job seekers.

This occupational role extends beyond, for instance, employment counsellors in that it involves direct and sustained engagement with employers to achieve the required outcomes. It differs from the work of private employment agencies in that it is concerned with the provision of in-depth support to unemployed job-seeking clients who are being supported in publicly-funded active labour market, social inclusion and VET programmes.

The aim of CQJB is to develop, register and pilot a work-based, Job Broker qualification, aligned to EQF Level 6 and certificated to ISO 17024 (Certification of Persons) and ECTS (University professional certification) requirements.

There is presently no work-based professional certificate for Job Brokers. By rooting its reference points in Indicators 5 and 6 of EQAVET, the project provides a new evidence-based framework within which VET authorities can seek to demand new and relevant forms of accountability from VET providers. An e-platform has been developed and consists of courses which then leads to the certification. A Trainer’s Guide has also been created to ensure that those who are guiding candidates towards the certification are provided with appropriate resources, methods and guidance.

Source of the materials:

<https://www.job-brokers.eu/en/>



Geographical Area:

Greece

Criteria:

Transferability, Transformative, Sustainability,

Civic engagement,

Exploitability

What:

A joint qualification to support the validation requirements, professionalism and mobility of the Job Brokers in Europe

Implementation:

Europe

Reasons for Success:

For the first time a certification for job brokers (career advisors) has been developed. It is also certified with ISO17024.

Links:

<https://www.job-brokers.eu/en/>



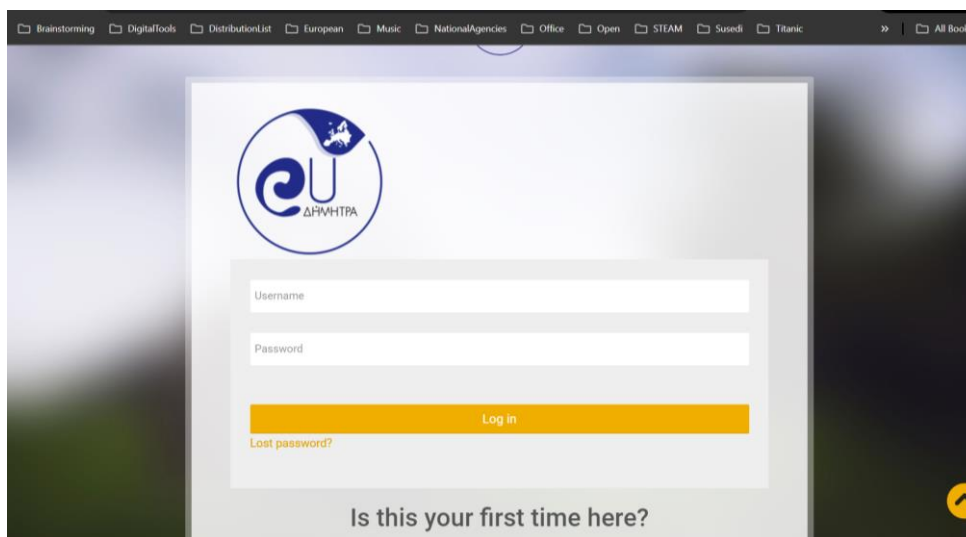
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Photos, pictures, logos

Logo:

A picture from CQJB
conference in Berlin



GP 11 – Gaining And Strengthening 'Soft Skills' For Employment Through Models Of Supporting Methods (Peer Coaching And Mentoring) [SOFT SKILLS]

How it works:

The general objectives of the project are to face the challenge of growing elderly population and unemployment in Europe and to increase the number of adult learners in lifelong learning and mobilities.

The project's main objective is to develop learning tools and environments for strengthening 'soft skills' and models of supporting learning and training while connecting generations in order to increase employability and motivation for all ages.

The project addresses the lack of researches done on soft skills and related training methods (voluntary methods, such as peer coaching and mentoring) as well as online communities and workshops organized on these topics in Europe. The participants have understood the need for putting emphasis on soft skills for more quality and better results in their organizations. Therefore, the project aims at raising the awareness of the need for these skills and supportive models that incorporate best practices available for use by individuals, other organizations, enterprises and local, regional, national and European authorities. Furthermore, the researches and activities of the project are expected to be core elements for future cooperations in a so called knowledge triangle, something that is a priority of our organizations and the European Union. The main results are the development of a new learning process through two new products, the 'Soft Skills Toolkit' and the 'Guidelines for models of supporting methods (Peer Coaching and Mentoring)'.



Geographical Area:

Hungary

Criteria:

*Transferability Transformative
Sustainability*

Civic engagement

Exploitability

What:

The practice ensures that final beneficiaries that face difficulties in entering the labour market will be supported by mentors to go through a series of steps and nail a job.

Implementation:

National, Regional

Reasons for Success:

Existence of different tools for each stage of building a career: choose, find, win and keep a job

Links:

<https://pandokratorprojects.wixsite.com/gainingsoftskills>



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Photos, pictures, logos

Logo:





GP 12 – Generating Social and Human Capital for Third Country Nationals (MINGLE)

How it works:

MINGLE successfully facilitated the integration of Third Country Nationals across five countries by strategically developing Social and Human Capital. The project, through local social agents, enhanced active citizenship among these individuals by providing them with essential social networks and recognized skills that are critical for economic participation and community integration. Through interventions aimed at both locals and Third Country Nationals, MINGLE created environments where sustained social connections could thrive. Social capital was fostered through innovative "Mingling experiences" and mentoring programs that bridged cultural divisions and fostered deep, personal connections between the Third Country Nationals and the local community members.

Similarly, human capital was strengthened by equipping Third Country Nationals with horizontal skills such as language proficiency, intercultural communication, and civic awareness, coupled with engaging cultural activities that deepened their understanding of host cultures. The project defined integration as a progressive five-step process, partaking in active citizenship where these individuals achieved not just employment, but employment that was personally satisfying and beneficial to their community. Key actions from MINGLE project included a curriculum on intercultural skills, an Online Active Citizenship Assessment Tool, and a comprehensive mentoring guide that aimed to support the Third Country Nationals. MINGLE had established a set of best practices for enhancing the integration of Third Country Nationals, documented in an accessible guide. These practices have set a benchmark for future initiatives demonstrating the profound impact of human and social capital development on successful integration strategies.



Geographical Area:

Republic of Cyprus

Criteria:

Transferability

Sustainability

Civic engagement

What:

MINGLE identifies different levels in the integration of TCNs and aims to assess and improve the level of integration through improving the human and social capital of TCNs. Mentoring is provided for the improvement of social capital together with the selection of the most appropriate activities that a TCN could join to improve their integration level.

Implementation:

National, Regional

Reasons for Success:

A holistic approach to the development of migrants accompanied with interventions both to migrants and locals. Innovative Mingling Experiences.

Links:

<https://mingle.projectsgallery.eu/>



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Photos, pictures, logos

Logo:



GP 13 – Profesia

How it works

Within their program „Providing support with heart“ („Výpomoc so srdcom“), Profesia aim to increase employability of people with disabilities. To support this, in 2021 practical manual for job seekers with disabilities was developed based on multiple qualitative interviews with jobseekers and HR personnel. The manual is unique because its recommendations take into consideration the perceptions and experiences of the HR personnel, as well as the usual misunderstandings and mistakes on the side of jobseekers. It includes descriptions of 5 steps that are important to consider in job search and getting a job. In addition, the promotion of manual was supported by creating series of videos focusing on job search and inspiring videos of people with disabilities who successfully found a job.

Development of the manual comprised of the following steps:

1. In 2019, Profesia conducted a study focusing on job seekers with disabilities. It was found that 25% of the study participants got employed via job portal profesia.sk. The aim is to employ 50% of jobseekers with disabilities by 2025.
2. The outcomes of qualitative interviews were tested on the jobseekers, hence they were applied to successfully employ some of the jobseekers in the pilot program.
3. Jobseekers received the information about the manual via newsletter in May 2021

On profesia.sk, there are approximately 1800 CVs of jobseekers with disabilities registered on monthly basis. The CVs comply with the GDPR and are provided to employers free of charge, thus employers may directly contact jobseekers with disabilities.

Source of the materials:

<https://www.profesia.sk/>

<https://www.euroguidance.eu/resources/good-practices/i-want-to-find-a-job-practical-manual-for-job-seekers-with-disabilities>



Geographical Area:

Slovakia

Criteria:

Transferability

What:

A guidance with insights of labour stakeholder to increase employability of people with disabilities

Implementation:

National

Reasons for Success:

Involving relevant labour stakeholder in the setup

Links:

<https://www.profesia.sk/>

The tools of the project are not included in the toolkit as they were not identified in the English Language



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Photos, pictures, logos

Main page of
Profesia dashboard

copy 22/02/2023 from <https://www.profesia.sk/>

Example's of
practical advises as
results of the
research

1. Porozmýšľajte, akú prácu hľadáte

Na začiatku si treba otvorene povedať, aké možnosti máte na trhu práce. Čo dokážete a chcete robiť, a čo nie. Zamyslite sa nad tým, aký pracovný čas by vám vyhovoval a či môžete pracovať aj cez víkendy.

Tip:

- Pozrite si video 1. krok: [Ako začať s hľadaním práce?](#)
- Dobrou pomôckou na sebaopoznanie môže byť napr. test osobnosti [Emiero](#)
- K dispozícii sú aj služby kariérového poradenstva, ktoré ponúkajú úrad práce, neziskové organizácie i súkromní poskytovatelia.

2. Vytvorte si životopis

Profesia.sk ponúka [šablóny životopisov](#), ktoré vám pomôžu vytvoriť si profesionálny životopis.

Tip:

- Pozrite si video 2. krok: [Ako napísať životopis a získať pozornosť personalistu](#)
- Pri vyplňaní životopisu vám môže pomôcť aj časť Tvorba životopisu, ktorú nájdete na strane 4.

copy 22/02/2023 from [https://3c9e1678-9f57-4491-8805-](https://3c9e1678-9f57-4491-8805-35cf0b88e4c4.filesusr.com/ugd/740613_c551ba34dcf94b8a91e198aa372eeeb8.pdf)

[35cf0b88e4c4.filesusr.com/ugd/740613_c551ba34dcf94b8a91e198aa372eeeb8.pdf](https://3c9e1678-9f57-4491-8805-35cf0b88e4c4.filesusr.com/ugd/740613_c551ba34dcf94b8a91e198aa372eeeb8.pdf)

GP 14- Jugend Aktiv Plus

How it works

The Hamburg project actively assists participants by offering courses for qualifications, dedicated counselling designed to develop career plans, using established networks to highlight opportunities, as well as outreach services – such as accompanying individuals to interviews. Jugend Aktiv Plus has been extremely successful in developing its capacity to reach young adults throughout Hamburg: with the assistance of a dozen partner organisations, services are provided in over 30 districts throughout the city.

A key aspect of this project is the successful interlinking of youth welfare and employment markets to provide young adults in vulnerable situations with long-term training and real opportunities for long-term, meaningful employment. Support is not only limited in career orientation but also provide support in health, financial issues and housing.

Source of the materials:

<https://www.jugendaktivplus-hamburg.de/was/>



Geographical Area:

Germany

Criteria:

Transformative

What:

Offer of a wide range of services for young people

Implementation:

Local

Reasons for Success:

Spread presence on territory, wide range of support

Links:

www.jugendaktivplus-hamburg.de

The tools of the project are not included in the toolkit as they were not identified in the English Language



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Photos, pictures, logos

Mainpage



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Example of a
webinar dedicated
to disadvantaged
young people



ONLINE specialist event

No connection despite graduation?! Disadvantaged young people at the transition to training

On September 21, 2022 from 10 a.m. to 12 p.m. with Dr. Dieter Dohmen from the Research Institute for Educational and Social Economics (FIBS).

copy 22.02.2023 from <https://www.jugendaktivplus-hamburg.de/>



GP 15- PROTI un DARI!

How it works

Funded by the European Social Fund (ESF), 'PROTI un DARI!' focuses on helping young people find their way into meaningful work. The project, coordinated via the International Youth Programme Agency, encourages young jobseekers to participate in education or vocational training – giving them the skills and motivation necessary to pursue a career.

Thanks to funding from the ESF, around 4 000 young people benefited from the project from 2016 to 2021. Many of them went on to get a job or enrol on an education or training course.

During their time in the project, they received mentoring and advice, as well as an individual programme for development. 'Young people who participated in the project were very positive about the mentors, which in most cases bring positive and additional energy, helping them to move towards their goal,' related Mārtiņš, a project participant, adding how 'the project not only supported the involvement of young people in employment, but also helped some of them to start their own business in marketing, art, [and] car repairing.'

Source of the materials:

<https://jaunatne.gov.lv/par-agenturu/programmas-projekti/proti-un-dari/>



Geographical Area:

Latvia

Criteria:

Exploitability of results

What:

Mentoring and entrepreneurship program for young adults

Implementation:

National

Reasons for Success:

Strong link with local work agency

Links:

<https://jaunatne.gov.lv/par-agenturu/programmas-projekti/proti-un-dari/>

The tools of the project are not included in the toolkit as they were not identified in the English Language



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Photos, pictures, logos

MAINPAGE

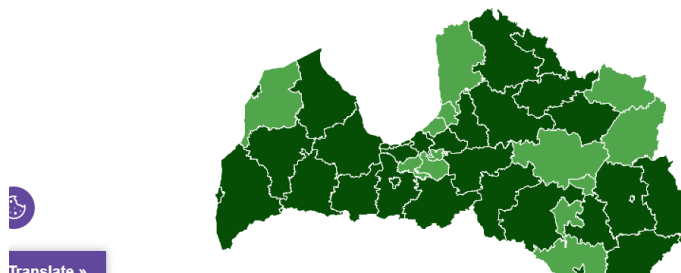
copy 21.02.2023 from <https://jaunatne.gov.lv/par-agenturu/programmas-projekti/proti-un-dari/>

About the agency \ Programs, projects, etc. opportunities provided \ "KNOW and DO!"

Young people who do not work, do not study, do not have a registered NVA

Project "KNOW and DO!", no. 8.3.3.0/15/I/001. The purpose of 8.3.3.0/15/I/001 is to develop the skills of young people who do not work, do not study, are not registered with the NVA and promote their involvement in education, including learning a trade with a master, in employment, the State Employment Agency (NVA) or the State Education Development in the Youth Guarantee project measures implemented by the agency (VIAA) or in active employment or preventive unemployment reduction measures implemented by the State Employment Agency, as well as in the activities of non-governmental organizations or youth centers.

Young people can get involved in the project by finding the contacts of the project coordinator of their municipality on the map of Latvia below, contacting the project coordinator and agreeing on further action.



copy 21.02.2023 from <https://jaunatne.gov.lv/par-agenturu/programmas-projekti/proti-un-dari/proti-un-dari-jauniesiem-kas-nestrada-nemacas-nav-registreti-nva/>

A project dedicated
to a NEET audience



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GP 16- TUKEA

How it works

People affected by mental ill-health are at higher risk of falling into unemployment, which in turn can have profoundly negative effects on mental wellbeing. With funding from the European Social Fund (ESF) the TUKEA project in Finland is working to break this cycle by providing individuals with one-to-one and group support to improve their physical and mental health, develop their social skills and strengthen their job prospects.

TUKEA offers support services to help mentally vulnerable people overcome barriers to work. It helps them to finish their school exams, to learn to use new technologies, and to obtain certain work-related licenses, such as those relating to work safety and first-aid. It has also helped people find their ideal profession.

More than one hundred people have taken part in the project. TUKEA has also found success in supporting vulnerable people to reintegrate into their communities through activities such as group nature walks and day trips, and empowering photography sessions that help build individuals' self-esteem.

Source of the materials:

<https://valtti.fi/tukea/>



Geographical Area:

Finland

Criteria:

Sustainability

What:

Support for people with mental vulnerability

Implementation:

Local

Reasons for Success:

Pilot experiment

Links:

<https://valtti.fi/tukea/>

The tools of the project are not included in the toolkit as they were not identified in the English Language



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Photos, pictures, logos

Mission of Tukea
project on Valttifi.fi
site

TUKEA, the support and development center for low- threshold social and mental health services

Central Finland's Center for Economic Affairs, Transport and the Environment has granted the Kankaanpää Adult Education Foundation support for the development of regions under the Act on the Financing of Structural Fund Projects (8/2014).

The TUKEA project is a project managed by the Kankaanpää adult education foundation (April 1, 2020 - February 28, 2023), which offers low-threshold social and mental health services to unemployed jobseekers in Pohjois-Satakunta.

The goal is to strengthen the unemployed participant's ability to work and function towards working life with various measures. You can participate in the project with a rehabilitative work activity contract or as part of a work trial. Group coaching is organized in three-month periods, one day a week.

The TUKEA center (open Wednesday and Thursday from 13:00 to 15:00) offers low-threshold social and mental health services personally, taking into account the individual's needs.

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copy 23.02.2023 from <https://valtti.fi/tukea>

Example of external
training



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GP 17- 2nd Chance School

How it works

Young people who drop out of school in France can get a second chance thanks to support from the European Social Fund (ESF). The ESF-funded 'Global Individualised Support' project in Nord Franche-Comté provided training and internships to put low-skilled, 17–30-year-olds on the path to employment.

The project reached out to young people with few or no qualifications – many of whom had dropped out of school – offering personalised training to equip them with the skills they needed to move forward with a career.

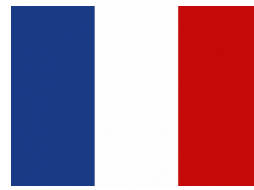
Led by the 2nd Chance School of Nord Franche-Comté (E2C) centre, the six-month training courses helped young people to develop basic skills in subjects such as French, maths and computer science. They also learned how to write a CV and cover letter, and how to prepare for interviews.

The project then arranged internships to allow participants to try out different working environments and discover a job they enjoyed.

The project helped more than one thousand young people to develop their skills and find a position they enjoy, while acquiring the tools and direction they needed to be successful in the job market.

Source of the materials:

<https://www.e2c90.org/>



Geographical Area:

France

Criteria:

Transferability

What:

A project to fight early leaving from education or training

Implementation:

National

Reasons for Success:

Strong link with job market

Links:

<https://www.e2c90.org/>



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Photos, pictures, logos

Geographical
presence of the 2nd
Chance Schools in
France



copy 24.02.2023 from <https://www.e2c90.org/e2c90.html>

GP 18 – LAB – Laptops für Ausbildung und Beschäftigung

How it works

With so many learning tools now online, accessing education and training for employment can be almost impossible without a computer – an issue that became even more apparent during the COVID-19 pandemic.

In Austria, a project called 'LAB – Laptops für Ausbildung und Beschäftigung' (Laptops for Education and Employment) is tackling the problem directly, by building and distributing second-hand laptops made from discarded and broken devices. Supported by the European Social Fund (ESF), the project has already helped hundreds of people to look for work or educational opportunities, and complete online training.

The LAB project, developed by a non-profit communications company, offers more than just laptops. As well as having environmental benefits, due to its 'reuse and recycle' principles, the project has also created jobs for ten long-term, unemployed people.

Source of the materials:

<https://4everyoung.at/projekte/>



Geographical Area:

Austria

Criteria:

Sustainability

What:

Contrast of digital divide

Implementation:

Regional

Reasons for Success:

Circularity of solution provided

Links:

<https://4everyoung.at/projekte/>

The tools of the project are not included in the toolkit as they were not identified in the English Language



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Photos, pictures, logos

LAB Team

LAB – Laptops for Education & Employment



copy 24.02.2023 from <https://4everyoung.at/wp-content/uploads/2021/06/DSC3862-kompiuta.jpg>

Example of recycled necklace from computer parts



Necklace

€ 20.00

No VAT shown, since we are not subject to VAT as a non-profit limited liability company.

plus shipping

Delivery time: approx. 2-3 working days

Add to Cart

☐ This product for € 3.00 wrap as a present?

SKU: HK-0051 | Categories: Necklaces , Favorite Thing

copy 24.02.2023 from <https://www.gutedinge.at/product/halskette-44/>

GP 19 – Make a wish for Vukovar

How it works

With support from the European Social Fund, the project brought disadvantaged and older people together to create a mutually caring environment. In doing so, it created jobs and helped protect people at risk of social exclusion, isolation and unemployment.

The method was simple. The project empowered women in a disadvantaged social position or who have experienced long term unemployment, such as Lidija, by hiring them as assistants to older women. Lidija was assigned to help Radmila (no autonomous old woman) with her daily activities through the project's home help service.

By creating jobs and facilitating assistance for older people who are not eligible for to receive support through social services, the ESF-funded project has made a real difference by connecting Croatian women in need. 10 vulnerable women found employment by providing essential, at-home assistance to 50 older people.

Source of the materials:

<https://udzvu.org/zazeli-za-vukovar/>



Geographical Area:

Croatia

Criteria:

Sustainability

What:

Hiring and qualifying long term unemployed for social care projects

Implementation:

Local

Reasons for Success:

Intergenerational connection for mutual benefit of older people and long term unemployed

Links: <https://udzvu.org/zazeli-za-vukovar/>

The tools of the project are not included in the toolkit as they were not identified in the English Language



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*Photos,
pictures,
logos*

First day of the
project



copy 24.02.2023 from <https://udzvu.org/wp-content/uploads/2020/08/zazeli-slika1.png>



Graduation

copy 24.02.2023 from <https://udzvu.org/zazeli-za-vukovar/>

GP 20– JoTa+

How it works

JoTa+'s integrated approach – combining real life work experience with personal coaching and advice – is designed to systematically build young people's confidence and give them experience and practical tips that will help them in the world of work.

Supported by the ESF, JoTa+ allowed unemployed to follow an intensive 'work activation' course with the vzw aPart team. They were able to undertake training in a real workplace, explore different sectors, and participate in training courses. He was also able to visit different companies for advice and experience and received intensive individual guidance – including job application and personal care training. As a result, people now has a much better idea of who he is and what he is capable of.



Geographical Area:

Belgium

Criteria:

Transformative

What:

Integrated approach to sustain young people's employability

Implementation:

Regional

Reasons for Success:

Mixing coaching and hard skills training

The tools of the project are not included in the toolkit as they were not identified in the English Language

Source of the materials: https://www.vzwapart.be/vzwapart_activering_jota_plus.php

Photos, pictures, logos

Poster of the
project



Copied 24.02.2023 from

https://www.vzwapart.be/vzwapart_activering_jota_plus.php?#boek



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GP 21 – Know Thyself

How it works

Dimitra Tsambazi was disappointed by the lack of opportunities to specialise in educational fields that interested her. When she got older, she dreamed of giving other children a chance to become entrepreneurs, making use of their unique skills and interests. Now, Tsambazi has realised this dream, and runs a learning centre called 'Know Thyself' in the city of Thessaloniki, Greece.

Thanks to support from the European Social Fund (ESF), children from the local area were empowered, given the chance to develop the skills they needed to be successful in their specific fields of interest.

In the long-term, the Know Thyself centre aims to strengthen self-employment and improve the competitiveness of the local economy by training students in the skills they need to work in their chosen field, as well as focusing on reducing local unemployment through developing participants' entrepreneurial skills.

Source of the materials:

http://www.antonistikotita.gr/epanek_en/

<https://european-social-fund-plus.ec.europa.eu/en/projects/learning-centre-fosters-future-entrepreneurs>



Geographical Area:

Greece

Criteria:

Transferability

What:

Entrepreneurship skills and attitude training

Implementation:

Local

Reasons for Success:

Strong link with territory needs

Activation of the target population, the improvement of the competitiveness of the local economy, the proven strengthening of entrepreneurship, the creation / maintenance of quality jobs and the operation of the company as a model for similar actions in another geographical area/organizational environment.

Links: <https://www.gnothi.gr/>

There are no tools to be presented in the toolkit related to this good project practice

Photos, pictures, logos

Login to the
resources page



- ✔ Import System
- ✔ Bases of all categories
- ✔ Special categories
- ✔ Schools with additional conditions
- ✔ Computerized
- ✔ Transcripts
- ✔ Profession

A screenshot of a login form titled "Entry Form" in teal. It has two input fields: "Username" with a person icon and "Password" with a lock icon. Below the fields is a blue button labeled "Entrance".

copy 25.02.2023 from

<https://odigos.stadiodromia.gr/login.php?cid=89AAEB8E-053E-4ED3-B199-B97174156B41>

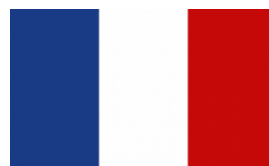
GP 22 – Speed Comport'in

How it works

A local partner who worked on supporting young people seeking employment wished to do something to improve their success rate when they find a job. To address this, a boardgame has been created to give jobseekers the opportunity to test their knowledge and their personal skills relating to the world of work in a group environment. Each game's participant is put in the position of a potential job interview candidate and every action during the game will change his or her level of employability with the recruiter. This game gives to each player (from 6 to 12 players) the opportunity to use their abilities in different types of tests: knowledge quiz, logic exercise, reflection... What happens in the game reflects the participants attitude and behaviour in real life. The game can be used in the workplace, on returning to employment, on its own or integrated into a larger path to employment action. Used since 2008 in more than 300 organisations, the game was updated in 2019 due to changes in the work code (France) but also to modernize some of the tests and update the game itself.

Source of the materials:

<https://www.kelje.com/portfolio-item/speed-comportin/>



Geographical Area:

France

Criteria:

Transferability

What:

Knowledges and personal qualities as a job candidate

Implementation:

National

Reasons for Success:

experience sharing and speed learning

Links:

www.kelje.com

Photos, pictures, logos

Board Game



copy 25.02.2023 from <https://www.kelje.com/portfolio-item/droits-devoirs-entreprise-speed-comportin/>

Set up of a match



copy 25.02.2023 from https://www.kelje.com/portfolio-item/droits-devoirs-entreprise-speed-comportin



GP 23 – Gamified Career Guidance: Promoting Meaningful and Participative Career Construction and Vocational Development through a Gamified Digital Platform [G-Guidance]

How it works

The aim of the project is to create a better and more efficient way to do career guidance in schools, particularly with youths between 13 and 17 years old. Recognizing the difficulties that schools have to engage students in career guidance, or the lack of efficient procedures to provide career guidance in schools across Europe, with particular focus on southern European countries, the project aimed to create and provide updated and effective career guidance program and tools, that could help fill that gap

The objectives of the project were the following:

1. develop an innovative career guidance methodology for students between 13 and 17 years, that would improve and expand the reach of conventional career guidance practices, centered around a web-based, gamified platform, developed to be the main tool and resource hub;
2. engage and support school psychologists, teachers and parents/caregivers on their respective roles in students' career guidance process, accordingly with our vision; and
3. create a database of multimedia resources relevant for career guidance.

Source of the materials: <https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-PT01-KA201-061342>



Geographical Area:

Portugal

Criteria:

Transformative

What:

An innovative career guidance programme (methodology, assessment, materials and tools), and a database of multimedia resources relevant for career guidance

Implementation:

European

Reasons for success:

From a localized, microsystemic, perspective, the project addressed the need that professional such as school psychologists, as well as teachers, have of effective tools, materials, and methods to help their students develop the necessary skills to consistently plan, build, and implement individual career (and life) projects. Ultimately, the project contributes to prevent early school leaving, poor qualifications and inherent societal problems.

Links:

<https://g-guidance.eu/language/en/>

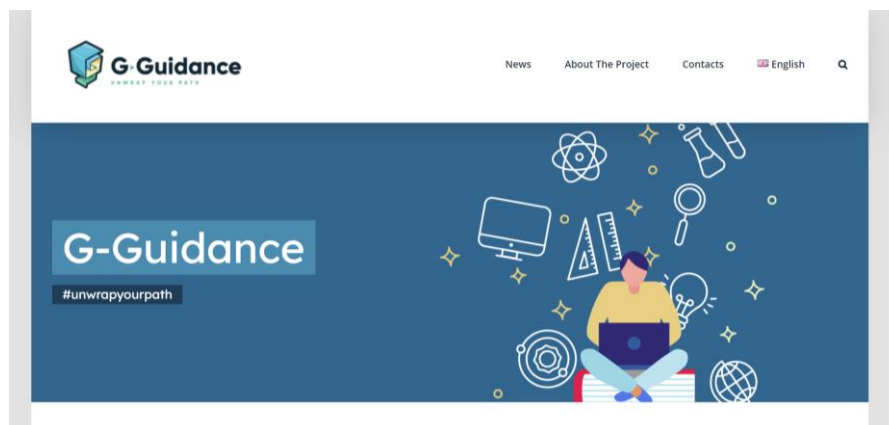


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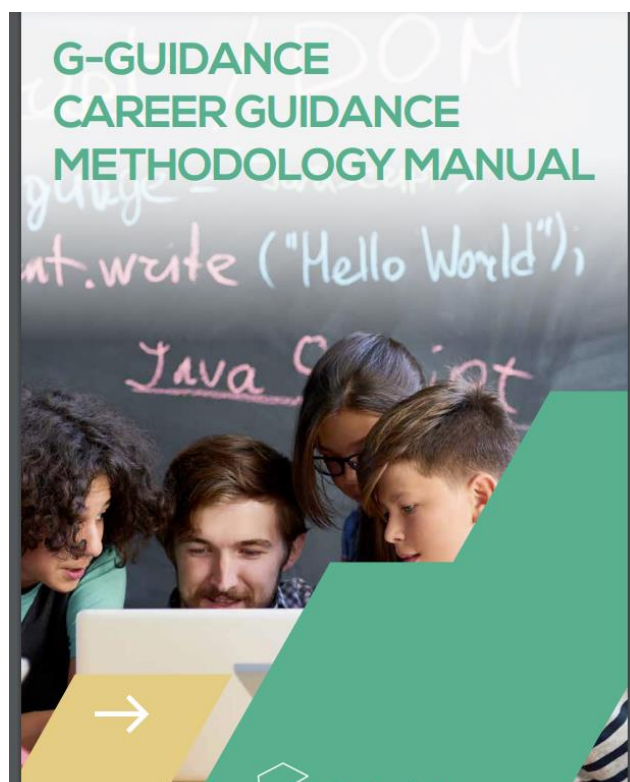
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Photos, pictures, logos

The website of the project



Career Guidance
Methodology
Manual



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GP 24 – Innovative European Career Guidance [IEUCG]

How it works

Career guidance describes the services which help people of any age to manage their careers and to make the educational. The goal is to innovate career guidance.

The project would like to build up a new generation of professional European Career Guides able to support people to improve their career journey through learning, skills, reskilling and upskilling, work and transitions – a need more and more important especially in difficult and evolving times. The project works on the philosophy that effective and innovative career guidance should support individuals to act based on 4 elements.

›REFLECT Starting from a personal point of view the individuals are invited to self-awareness, self-consciousness and IKIGAI (a Japanese concept referring to having a direction or purpose in life).

››GROW Individuals are stimulated to a lifelong learning perspective to personal and professional growth thanks to soft skills, mindsets, antifragility, upskilling and reskilling, frequent Vocational Education and Training, networking.

›››GO OUTSIDE To explore the possibilities and to interact with the job market thanks to personal branding, skills intelligence, networking, understanding the world and how it could affect the personal careers.

››››MANAGEMENT AND EVOLUTION Management of a position, the evolution of careers, transitions, antifragility and challenges.

Source of the materials: <https://ieucg.eu/>



Geographical Area:

Italy

Criteria:

Transformative

What:

A report on career Guidance In Europe Policies, systems and relevant cases across europe with evidence-gathering about local and regional needs, a handbook Guidance To Post-covid19 Jobs And Transitions , training modules and a digital toolkit containing materials ready to be used to innovate and empower career guidance practices for inclusion and diversity.

Implementation:

European Level

Reasons for Success:

Philosophy: Reflect, Grow, Go Outside and management and evolution

Links: <https://ieucg.eu/>



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Logo



Implementation
Philosophy of the
project

IMPLEMENTATION

Effective and innovative career guidance should support individuals to act based on **4 elements**.

› **REFLECT** Starting from a personal point of view the individuals are invited to self-awareness, self-consciousness and IKIGAI (a Japanese concept referring to having a direction or purpose in life).

›› **GROW** Individuals are stimulated to a lifelong learning perspective to personal and professional growth thanks to soft skills, mindsets, antifragility, upskilling and reskilling, frequent Vocational Education and Training, networking.

››› **GO OUTSIDE** To explore the possibilities and to interact with the job market thanks to personal branding, skills intelligence, networking,

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GP 25 – Carreers Around Me

How it works

Careers around me is a policy reform initiative aimed to help guidance providers make their services more impactful. Career management skills (CMS) refers to a set of competences (knowledge, skills, attitudes) that enable citizens at any age or stage of development to manage their learning and work life paths.

Through a social innovation experiment the project has developed the following:

1. A CMS framework: A model that consists of five areas: 1) Discovering myself 2) Exploring New Horizons 3) Building relationships 4) Developing my strengths 5) Monitoring and reflecting on my experience 6) Planning my career. For each of the areas there are competences and levels of proficiency involved
2. A digital library on career management information: topics include: 1) Understanding Career Management Skills 2) Career Management Skills Frameworks in the world 3) Methodologies, indicators and systems to measure career management skills, 4) impact studies on the effectiveness of career management skills 5) Career management skills and other competences frameworks 6) Career management skills for different targets 7) Career Management Skills, guidance and online tools 7) The CMS framework
3. A toolkit to develop CMS.

Source of the materials:

<https://www.careersproject.eu/repository/index.php>



Geographical Area:

Italy

Criteria:

Transformative

What:

A CMS framework, a digital library and a toolkit to develop CMSs

Implementation:

European

Reasons for Success:

Very structured approach defined at the stage of the CMS framework. Well structured and rich digital library of tools.

Links:

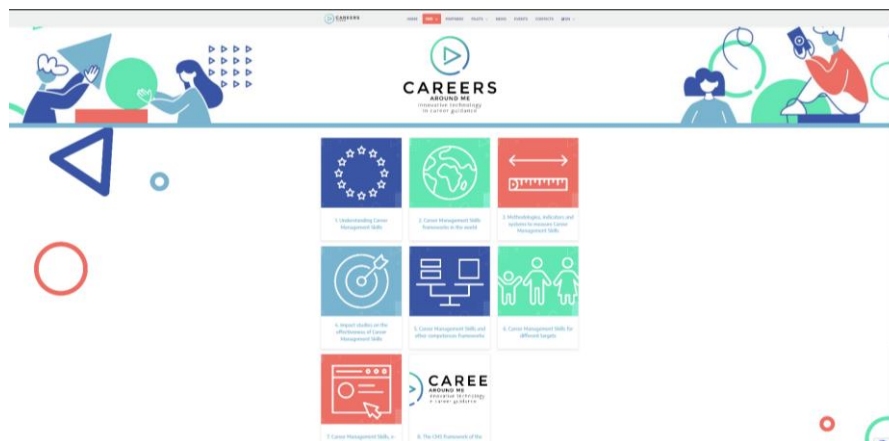
<https://www.careersproject.eu/repository/index.php>

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The CMS framework





GP 26 –Convicts Upskilling Pathways [CUP]

How it works

The project is an experimental learning initiative aimed at designing and piloting innovative training modules and monitoring tools for the upskilling of people in prisons to promote the social reintegration of prisoners. The Convicts Upskilling Pathways (CUP) project aims to enhance the medium to long term employability and the social reintegration of 210 female and male convicts in six European prisons in Italy, Greece, Cyprus and The Netherlands.

The project has developed:

1. An advocacy handbook: Advocacy in prison education related topics is essential to correct misunderstandings, build commitment and facilitate actions that instigate systemic changes within the penitentiary systems. CUP aims at promoting a shift of attention by designing an advocacy toolkit that will offer engaged and willing policy makers, professionals, institutions and third sector organizations specific tools to make the case for prison education addressing non-engaged audiences.
2. A skills development blueprint: This is a set of learning modules based on a mix of soft skills (personal abilities used to interact with, interpret or inform social and physical environments e.g. customer relationships, time management, resource management, resiliency), basic skills (e.g. reading, writing, maths, ICT skills), and technical skills (skills related to specific areas of work e.g. tailoring, carpentry, cooking, gardening etc) that will give convicts/ex-convicts easier access to work.
3. And others

Source of the materials: <https://www.cup-project.eu/en/>



Geographical Area:

Italy

Criteria:

Sustainability

Exploitability

Civic Engagement

What:

An advocacy handbook and a skills development blueprint

Implementation:

European Level

Reasons for Success:

Advocacy in prison education related topics is essential to correct misunderstandings, build commitment and facilitate actions that instigate systemic changes within the penitentiary systems. CUP provides an advocacy toolkit. The blueprint is a balanced combination of soft, technical and basic skills

Links: <https://www.cup-project.eu/en/>

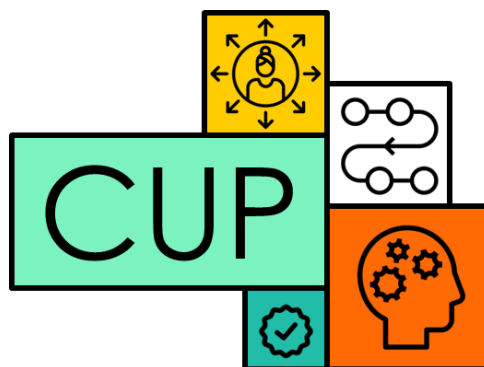


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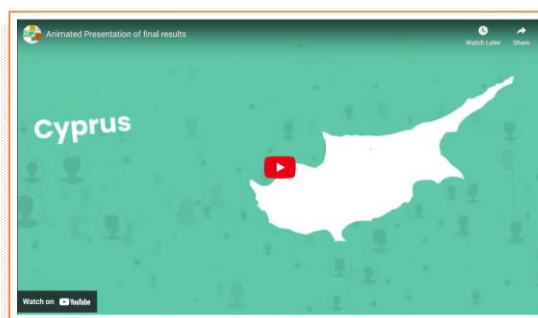
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Convicts Upskilling Pathways

Animated
Presentations
withing the CUP
project

Animated Presentation of the CUP Project





GP 27 –Multilingualism at Work [LangWork]

How it works

According to the project a diverse workplace needs more than one language, whatever that language is. The project adapts pedagogical translanguaging to the workplace. Focusing on education as a workplace, the project designed 5 case studies to find practices supporting linguistic cohesion and challenging the culture of nativespeakerism. The project thus promotes the principles of Diversity, Inclusion and Equity (DEI) in the education sector.

The relevant deliverable of this project is a manual that This concise manual will help career advisors develop a multilingual strategy with the LEGO SERIOUS PLAY methodology as well as a Toolkit about inclusive guidance for international talents.

Source of the materials:

<https://www.langwork.eu/resources>



Geographical Area:

Finland

Criteria:

Transferability

Sustainability

What:

Toolkit for inclusive guidance for international talents. Manual for a multilingual strategy

Implementation:

European Level

Reasons for Success:

A specialized issue is dealt through a holistic approach and innovative and comprehensive tools

Links:

<https://www.langwork.eu/resources>



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Toolkit for career
guidance advisors



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GP 28 –ReCult

How it works

Re-Cult is a method in visual education to rethink, recycle and rebuild cultural identities of people with migrant and refugee backgrounds. Through the power of art, creativity and visual education ReCult supports the inclusion of people with refugee, migrant, or cultural minority backgrounds into their local communities. The project explores visual creativity to understand the complexity of cultural identities and incite people to communicate through images and to up- and recycle their knowledge, their skills, their visual heritage but also materials and object for adopt environmentally conscious creative practices. Therefore in ReCult adult educators use art as a guidance tool, starting from cultural education

Source of the materials:

<https://www.re-cult.eu/projects>



Geographical Area:

Germany

Criteria:

Transferability

Sustainability

Transformative

What:

Curriculum and learning tools for adult educators to use art as a guidance tool

Implementation:

European Level

Reasons for Success:

An innovative approach to career guidance

Links: <https://www.re-cult.eu/projects>



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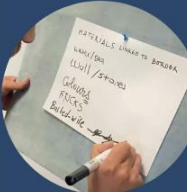









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Learning Tools

 <p>Interact without using words, just body language. Create connections between the people and give them a feeling of a safe place.</p> <p>Unit Description</p>	 <p>Learn a special collage technique and experience how nature and personal stories are interwoven both visually and emotionally. Discover how this connection can be a source of strength and inspiration.</p> <p>Unit Description</p>	 <p>Learn from each other about the potential perceptions of borders and about each others' different approaches and lived experiences. Improve critical and analytical thinking by understanding the different meanings of a concept.</p> <p>Unit Description</p>	 <p>Learn about different forms of borders within an urban environment. Become sensible to understand the meaning of different visual elements in the streets, from a cultural, aesthetic but also practical point of view.</p> <p>Unit Description</p>
 <p>COMMUNITY INSIGHTS (LEGO®)</p> 	 <p>FROM ORNAMENT TO ADORNMENT</p> 	 <p>JEWELLERY FROM SPICES</p> 	 <p>MACRO PHOTOS OF MATERIALS</p> 





GP 29 – Inclusive Digital Learning [DIG-2-INC]

How it works

The project offers training and design principles to staff members to facilitate inclusion of low-SES students. With a novel method of community reporting, the project engages teachers and students to voice out experiences of diversity and support a culture of active engagement, equality and non-discrimination. As feelings of confidence and mastery are important for development of self-directed learning, the project develops an ecosystem of micro-credentials and open badges to credential students' acquisition of academic skills in second and third cycle education. These equip disadvantaged learners to excel in life and digital skills, which is a necessary condition in achieving an equal standing with the more advantaged students. In addition to developing cognitive and learning-to-learn skills, project partners strengthen social partnerships to support attention to needs of low-SES students, and to extend the use of purposeful pedagogic strategies for inclusion to secondary schools, which prepare learners for higher education. The project develops a report on inclusion and guidance strategy. The inclusion strategy consisting of principles for collaborative learning facilitating development of self-regulation skills:

- demonstrates the Importance of egalitarian dialogue among students and staff members
- strengthens of interpersonal relations in the student group
- Recognizes the personal needs of diverse and low-SES students

Source of the materials:

<https://sites.utu.fi/dig2inc/project-results/results-work-package-2/>



Geographical Area:

Finland

Criteria:

Transformative

Transferability

What:

Report on inclusion and guidance strategy

Implementation:

European Level

Reasons for Success:

Innovative aspect of career advice using digitalization for inclusion

Links:

<https://sites.utu.fi/dig2inc/project-results/results-work-package-2/>



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A report on
inclusion and
guidance strategy
for digital learning



A report on
INCLUSION AND GUIDANCE
STRATEGY
FOR DIGITAL LEARNING



Erasmus+ project no. 2021-2-CY01-KA210-VET-000050795

Project Website <https://go-careerguidance.eu/>

Project Web Platform go.projectsgallery.eu

Partners



Asnor

Associazione Nazionale Orientatori

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