



30 Jahre **inbas**

**summer**  
**school**

20.08.-01.10.2021

# Orienta4YEL

*Contributing to successful Career Guidance and Counselling from a West-european perspective*

<https://www.orienta4yel.eu/>

# Overview

- Erasmus+ project (KA3)
- Aims to provide educational institutions and involved agents with a **set of guidance strategies and tutorial actions**, which have been designed according to a previous diagnostic, **to support them on their task of preventing young people from early leaving** and address their specific individual needs.
- Works on an intervention proposal that aims to develop **good practice that can be applied in any member state**, seeking to contribute to the improvement of initiatives addressed to early leaving through guidance processes and counselling.

# Is running on

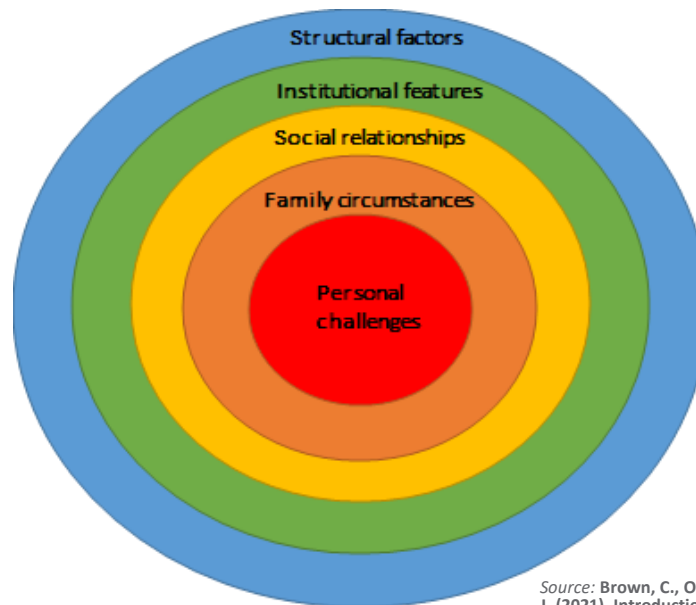
- Spain
- Portugal
- Germany
- Romania
- The UK



# Orienta4YEL contributions

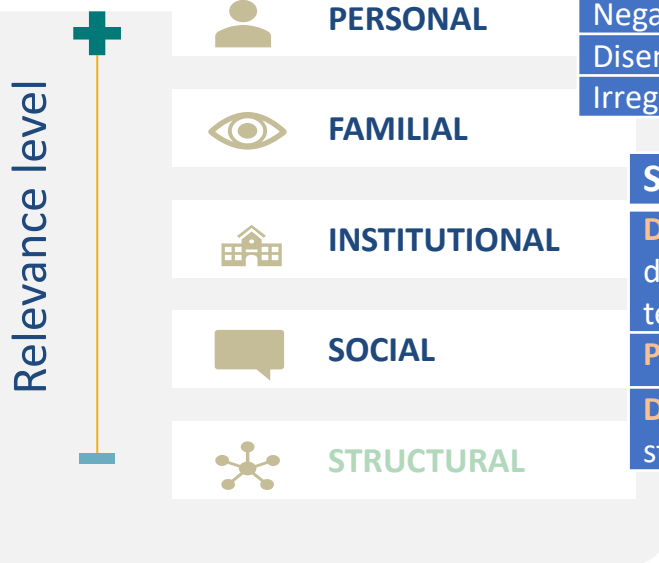
1<sup>st</sup>. Designing of an **analytic framework to explore and identify the main risk factors** to Early Leaving on which have to work on.

§ First step addressed to know **WHAT TO DO** on Career Guidance and Counselling



Source: Brown, C., Olmos, P., Costas Battle, I. & Gairin, J. (2021). Introduction to the Special Issue: A conceptual framework for researching the risks to Early Leaving. *Journal of Education and Work* (in Press)

# Key findings on risks factors to Early Leaving



**Personal challenges**

- Lack of interest and motivation for the school
- Low **self-esteem** or **self-confidence**
- Negative academic **self-perception**
- Disengagement
- Irregular **school transition**

**Social relations**

- Difficult relationship** in school: difficult relationships with teachers, peers, etc.
- Peer pressure** / external influence
- Difficult relationship** at work (VET studies)

**Family circumstances**

- Parental values: low family aspirations, **parental expectations** for young people
- Low family support:** lack of attention, educational support and affection
- Lack of education or **low parental educational** achievement
- Low socio-economic level / economic problems

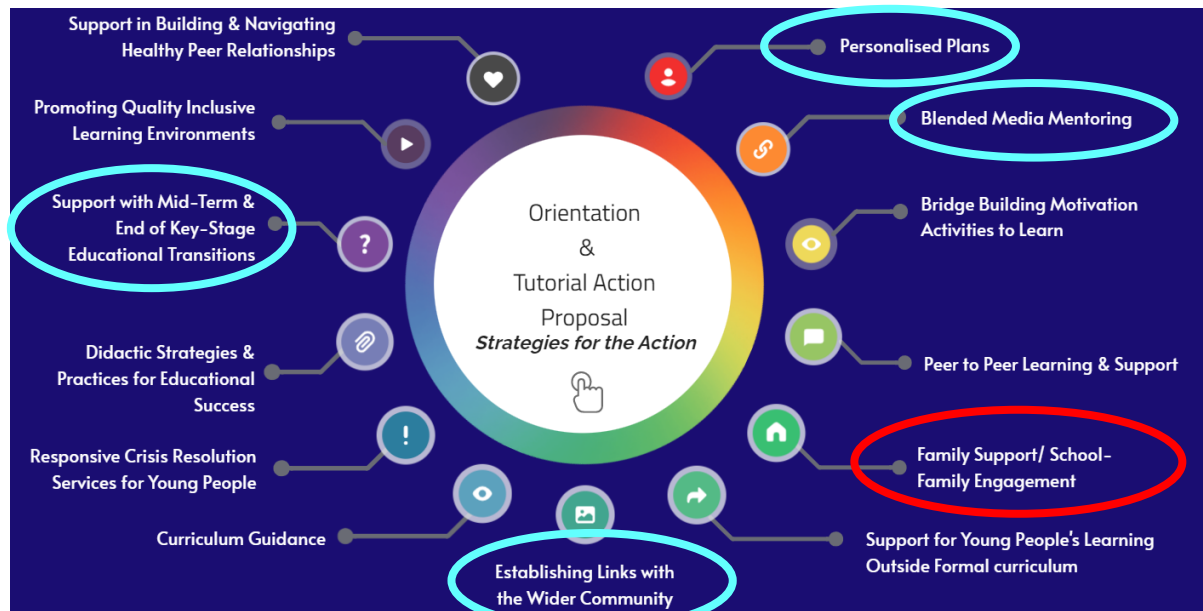
**Institutional factors**

- School management of **pupil behaviour**
- Lack of** professional/personal/academic **guidance**
- School / education **environment**
- Institutional **rigidity**
- Limited **teachers' resources**

# Orienta4YEL contributions

## 2<sup>nd</sup>. Designing a set of Guidance strategies

- § Implementation
- § Evaluation
- § Adaptation



Source: <https://www.orienta4yel.eu/statics/view/handbook>

# Conclusions

- The different **categories** of risks are **interconnected**.
- Measures that enable trainers and teachers to **promote individual learning support** and personal development are regarded as particularly important.
- Highlighting **the importance of adult/tutor/mentor figure** as a key conduit to supporting young people and their sense of being.
- The need to start the **implementation** of preventive strategies (guidance process) **as early as possible**.
- **Integrated guidance strategies** (as prevention strategies) are to be developed.
- **Orienta4YET project** is included as **a good practice** in the VET toolkit for tackling early leaving of Cedefop (<https://www.cedefop.europa.eu/en/toolkits/vet-toolkit-tackling-early-leaving/resources/orienta4yel>)





# Thank you for your attention!

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<https://www.orienta4yel.eu/>

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