1° Staff Training Event
Training Activities Day 1°

TECHnical partNership towards Innovation and Cooperation for VET

Activity C1 - SP-VET-SHORT - Short-term joint staff training events - Vocational Education and Training

TECHNIC

Fostering inclusive and supportive work-based learning environments

Italy - Spoleto   12 November 2018

Giampiero Bianchini   12 11 2018
Hotel Clitunno - Spoleto

Erasmus+ KA 202 - Strategic partnership for vocational and educational training. Cooperation of innovation and the exchange of good practices.   2017-1-RO01-KA202-037478

Fostering inclusive and supportive work-based learning environments

EQAVET Quality Cycle

implementation of the European Quality

Assurance Reference Framework

for VET systems and providers

Member States who focus on this EQAVET+ indicative descriptor are more likely to make progress on the following EQAVET indicator(s):

- [Indicator 1. Relevance of quality assurance systems for VET providers](#)

- [Indicator 2. Investment in training of teachers and trainers](#)

- [Indicator 3. Participation rate in VET programmes](#)

- [Indicator 4. Completion rate in VET programmes](#)

- [Indicator 5. Placement rate in VET programmes](#)

- [Indicator 6. Utilisation of acquired skills at the workplace](#)

- [Indicator 7. Unemployment rate](#)

- [Indicator 8. Prevalence of vulnerable groups](#)

- [Indicator 9. Mechanisms to identify training needs in the labour market](#)

- [Indicator 10. Schemes used to promote better access to VE](#)

https://www.eqavet.eu/EU-Quality-Assurance/For-VET-System/Monitoring-your-System/Evaluation/Indicators

THE QUALITY CYCLE

of the European Quality Assurance Reference Framework for Vocational Education and Training

1. Purpose and Plan
Setup clear, appropriate and measurable goals and objectives in terms of policies, procedures, tasks and human resources.

2. Implementation
Establish procedures to ensure the achievement of goals and objectives (e.g. development of partnerships, involvement of stakeholders, allocation of resources, and organisational or operational procedures).

4. Review
Develop procedures in order to achieve the targeted outcomes and/or new objectives; after processing feedback, key stakeholders conduct discussion and analysis in order to devise procedures for change.

3. Assessment and Evaluation
Design mechanisms for the evaluation of achievements and outcomes by collecting and processing data in order to make informed assessment.

Planning — Implementation — Evaluation — Review

A welcoming work environment is

key for learners to attain a qualification

- Every student can benefit from a welcoming work environment

- All apprentices and other vocational education and training students participating in work-based training.

- What makes a work-based learning environment inclusive and supportive?

The following tips are given as advice to policy-makers and practitioners involved in the design and delivery of vocational programmes. The information is based on Cedefop research into successful measures.

- **Tip 1: Ensure the learner, the company and the training provider share a common understanding of the roles, responsibilities and rights of the learner.**

Learners' roles, responsibilities and rights should be clear for the company and the learner (and his/her family in the case of minors).

- There can be a written agreement between the training provider, the company and the learner specifying the training programme, the activities and the working conditions (including working hours). Also, there is the possibility of using a **code of conduct or similar document.**

Tip 2: Establish quality assurance mechanisms to ensure that employers comply with their training responsibilities

- Also, training providers can have an important role in monitoring the development of the in-company training of their students.

- Such mechanisms should also detect if the in-company trainer(s) need additional training or support to be able to adequately perform their role.

Tip 3: Establish feedback mechanisms to monitor whether the learner is facing difficulties in work-based learning

- When the programme combines school-based and work-based learning, there is often a tutor or supervisor at the VET school.

This professional can:

- be in charge of periodic discussions with the learner to assess the development of the work-based training,

- accompany the learner to the workplace on the first day, and/or

- visit the learner at the work place on a periodic basis.

Tip 4: Establish processes for mediating conflicts between trainees / apprentices and in-company trainer / employer

- As part of the feedback processes, learners can refer to conflicts with the in-company trainer. It is important that there is an impartial mediator to help solve such conflicts.

Tip 5: Promote the development of a professional identity

- Even under tough work conditions, learners can succeed in finalising their training programme if they develop a sense of professional identity. This requires an engaging and motivating process which enables young people to perceive the training as meaningful. Work-based learning offers a good context for the development of a professional identity through the authentic interaction between the young person, his/her co-workers, as well as the trainer and the company leadership.

Tip 6: Provide professional development opportunities and support to in-company trainer

- Knowing how to practise a profession is not a synonym of knowing how to teach it. Also, employers are often not used to working with young people and they expect them to behave like adults and workers from day one.

- Trainers at the workplace should receive some training and support to help them:

- manage their expectations about learners' performance

- adapt the training to the skills and knowledge of learners

- support learners facing disadvantages (e.g. physical handicaps, disadvantaged socio-economic backgrounds)

- identify distress signals from learners and support, in a timely manner, apprentices or trainees at risk of dropping out

- manage conflicts and deal with situations of discrimination and bullying at the workplace.

Tip 7: Avoid discrimination and promote inclusive learning environments

Tip 8: Facilitate flexible arrangements for the learner to combine school-based training and work-based training

- An inclusive and supportive working environment contributes to a positive attitude to learning and the development of a professional identity.

INDIVIDUAL

- Develop a professional identity
- Foster a positive attitude to learning and education and training
- Improved work habits/social skills
- Promote a positive vision of oneself

INSTITUTIONAL

- Improved quality of provision
- Improved satisfaction with programmes
- Reduced absenteeism
- Lower drop-out
- Programmes better meet the needs of learners and employers

SYSTEM

- Discrimination reduced
- Increased completion rates
- Decreased drop-out rates
- Improved links between workplace and VET provider-based learning

Good practice

Improving VET image and attractiveness.

VET needs to be more appealing to learners, their families and other key players

- Vocational Education and Training (VET), both secondary and post-secondary, suffers from poor reputation. Additionally, the discourse on tertiary education still favours university education over post-secondary VET, which adds to its unattractiveness.

Who are the key target groups?

- Young people in an environment where VET has a poor image or is seen as a 'second choice'.

- In some countries, young people from migrant backgrounds since their families may underestimate the value of VET in comparison to general education.

- Young people at risk of leaving a general pathway early due to poor performance.

- Young people in VET who have low self-esteem.

- Young people following VET routes which are less valued, respected and recognised.

- Labour market stakeholders where VET qualifications are less valued in comparison to gene.ral education

How can the image of VET be improved?

- **Tip 1: Provide more and better quality information about VET programmes**

- Providing accessible, user-friendly and impartial information on VET is important to ensure that young people can make informed choices. This information could cover, for example the content and level of the programmes, entry requirements, and the way in which they are delivered. Providing information about the quality and relevance of programmes to the labour market, e.g. labour market destinations, employability and income levels of former students, is also important. If VET is seen to lead fast to meaningful jobs, which are in demand on the labour market, it will be more attractive to young people.

- Information provision should not just focus on young people. It is also important for parents, school staff, and employers to have access to appropriate information about VET options. Parents and school staff can then support young learners to make informed choices. Employers will have a better understanding of what graduates of VET programmes will be able to offer as potential employees

Tip 2: Develop actions to promote VET

- Marketing and promotional campaigns can help raise awareness of VET and counter any negative associations it may have. The internet and social media can be a good way of engaging and involving young people in such campaigns, which could involve promoting success stories, for example.

Tip 3: Provide role models to show young people what they can achieve through VET

- Role models are important to show young people the potential benefits of taking up a VET programme. VET ambassadors - current and former VET students who share their experience – can be a helpful way for young people to learn about VET options from their peers.

Tip 4: Provide financial support to learners who need it, and consider the remuneration of apprenticeships and incentives for employers

- Remuneration can be a powerful motivator for a young person to pursue a VET programme. Some measures may offer financial support for learners who take part, to prevent their financial circumstances from being a barrier to participation and to increase motivation to take part. This may be particularly important for second chance measures. The financial support might be for example through allowances, grants, training 'vouchers' or a combined work/training measure in which the young person receives payment for the working part. Payment of grants / allowances may be linked to attendance.

The following outcomes can be expected at different levels:

INDIVIDUAL	INSTITUTIONAL	SYSTEM
• Positive attitude to learning and education and training	• Higher take-up of VET provision	• Image of VET improved
• Better understanding of education options	• Improved satisfaction with provision	• Higher VET intake
• Improved self-esteem	• Improved educational outcomes for learners	• Reduced drop-out rates from VET
• Increased motivation and engagement in education	• Reduced drop-out from VET programmes	• Improved employment rates of VET graduates

- Improving VET social image Flexible learning pathways
- Second chance measures
- Motivating young people to re-discover their interest in learning
- Comprehensive support to young people with complex needs (case management)
- Guiding young people to make the right choices
- Providing professional counselling to address barriers to learning
- One-to-one support for young people through coaching or mentoring
- Tailoring learning pathways to young people's interests and learning styles
- Helping learners understand the practical application of theoretical courses
- Developing employability skills
- Providing work-based learning and close-to-real simulations
- Involving the entire community in the prevention of early leaving from education and training
- Fostering inclusive and supportive work-based learning environments

Relationship between school and company.

The purpose of the companies are money and satisfaction; the school's purpose are value and satisfaction.

The workers of the companies could be students or students' parents.

Thanks for your attention and
great success for future cooperation!

If you do not think about the future...
you cannot have one!

Giampiero Bianchini

UMBRIA TRAINING CENTER

Cultural Association
Training Agency
Piazza 23 luglio, 5
IT - 06040 SCHEGGINO (PG) Italy
Tel. +39 0743 613410, Fax +39 0743 613159
info@umbriautc.org - www.umbriautc.org

Umbria Training Center
NON PROFIT CULTURAL ASSOCIATION

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Career Guidance Services for Secondary School

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Providing Comprehensive Career Guidance Services for Secondary School

- Career counselling: An intensive service that focuses on the interaction between an individual/a small group and the career guidance personnel, aiming at helping individuals to explore

- Career development: A lifelong process of developing beliefs and values, skills and aptitudes, interests, personality characteristics, and knowledge of the world of work (through different career roles).5

- Career education: One part of a comprehensive career development strategy. It is defined as the development of knowledge, skills and attitudes through a planned programme of learning experiences in education and training settings which will assist students in making informed decisions about their study and/or work options and enable effective participation in working life.

Providing Comprehensive Career Guidance Services for Secondary School

- Career guidance: An inclusive term which usually describes a range of interventions including career education and counselling, that help students to develop and use knowledge, skills, and attitudes in making decisions on their study and/or work options and life roles.

- Career Guidance Personnel (CGP): In many cases, teaching personnel responsible for life planning education and career guidance matters in local schools are the career guidance masters/mistresses and his/her team members. They should have relevant and appropriate professional training.

- Career information: A broad term, referring to information (including printed, electronic, personal contacts

Vision and Principles

- supported to make career decisions in accordance with their interests, abilities and orientations;

- empowered to make informed and responsible choices on their learning, career goals and other aspects leading to a meaningful life;

- assisted in managing and adapting to the transition from school to work; and

- better prepared for actualising individuals' potential through pursuit of their personal/career goals.

- understand their own career/academic aspirations;

- develop positive attitudes towards work and learning;

- connect/integrate their career/academic aspirations with/into whole-person development and life-long learning; and

- utilise the acquired knowledge, skills and attitudes whenever necessary.

Six Recommended Principles

- Life planning education and career guidance should align with the developmental needs of students at different stages of growth, thus differential provision in service should be considered.

- Life planning education and career guidance should be provided to all students, irrespective of their abilities, orientations and levels of study.

- Life planning education and career guidance are means of empowerment for students to make informed and responsible choices on their learning, career goals and other aspects of life.

- Life planning education and career guidance encourage students to make study/career decisions in accordance with their interests, abilities and orientations.

- Life planning education and career guidance promote career development of students which will better prepare them for actualising individuals' potential through pursuit of their personal/career goals.

- Life planning education and career guidance assist students in managing and adapting to the transition from school to work, and in the long run prepare them for life-long learning and leading to a rich life
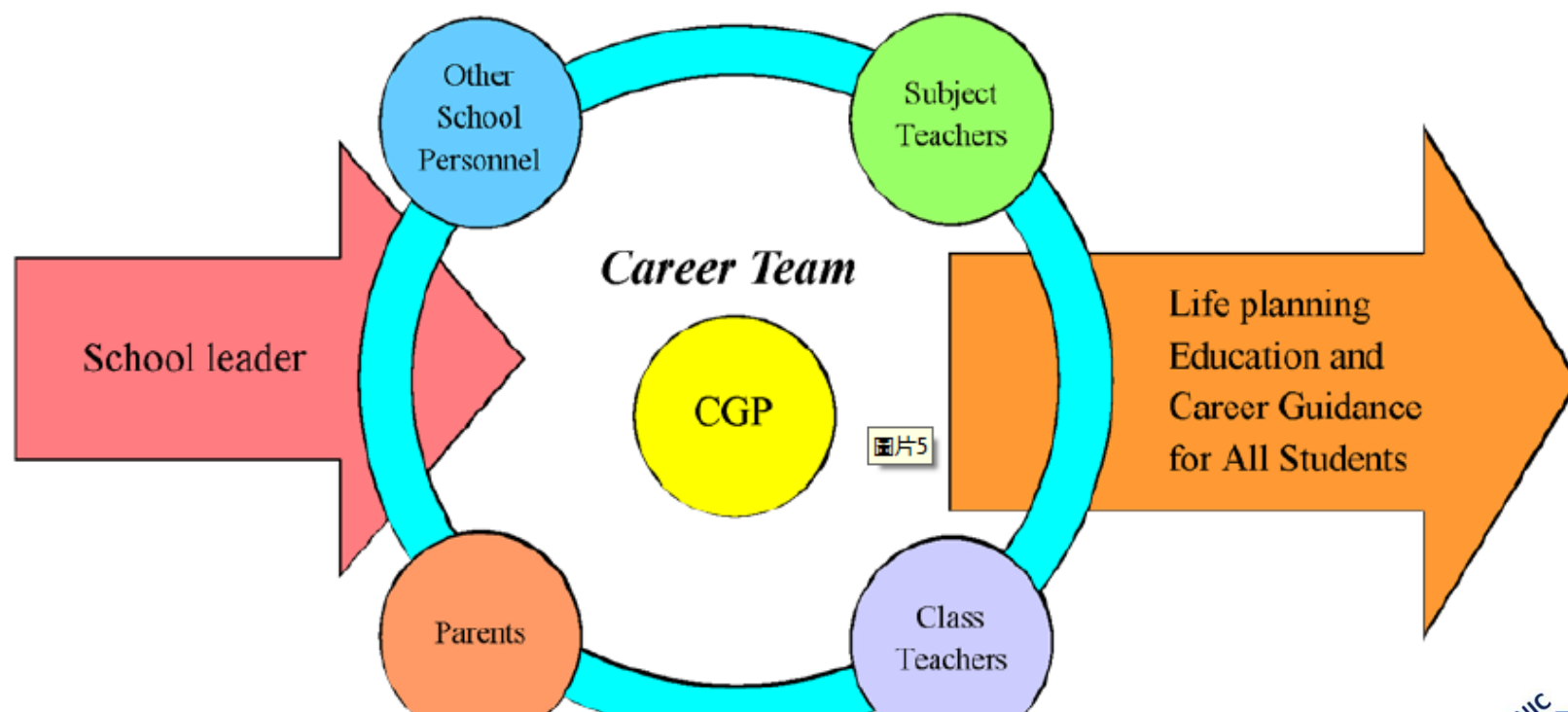
Figure 1: School Personnel involved in Life Planning Education and Comprehensive Career Guidance Service

- Schools' Career Teams may consist of the following members:

- Principal, vice principal or a senior teacher (Career Master/Mistress) as the co-ordinator;

- Career teachers;

- Class teachers and subject teachers; and

  Curriculum development leaders, guidance teachers, school social workers, I.T. coordinators, administrative support staff.
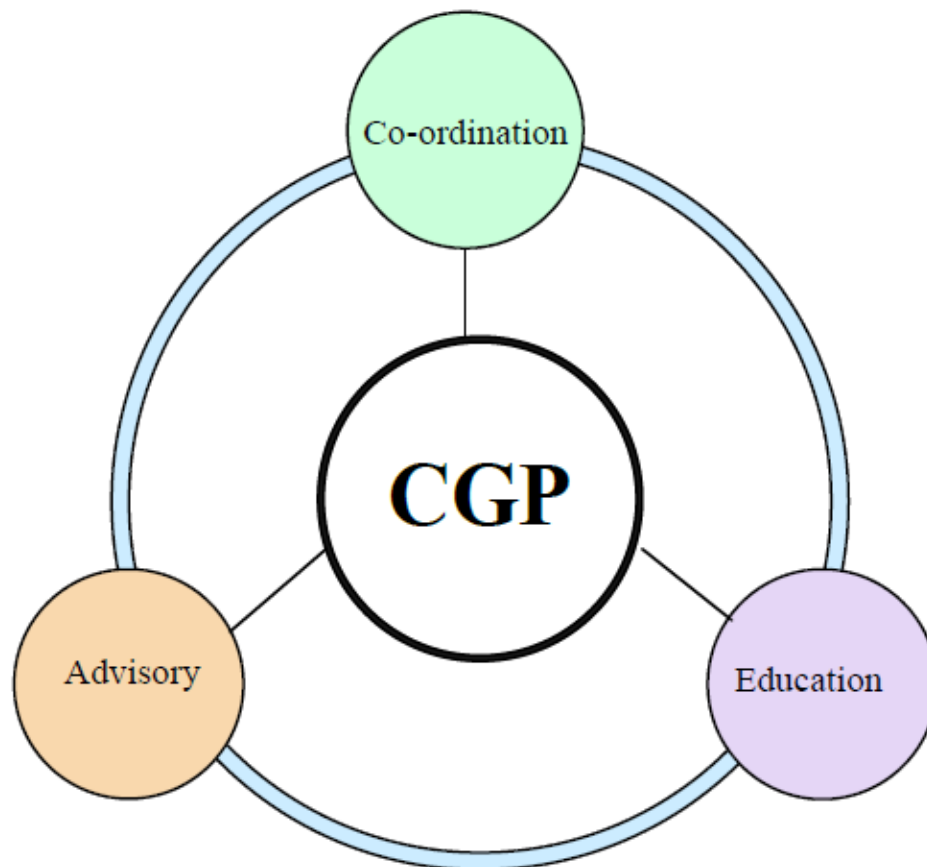
Figure 2: Three key areas of responsibilities of CGP

Co-ordination

CGP

Advisory

Education

Co-ordination

- to collect, update and disseminate effectively all kinds of career information to support students, parents, teachers, and school leaders in life planning education and career guidance service (e.g. in the formulation of senior secondary subject option plan); and

- to liaise /forge strong partnership with parents, teachers, functional and subject teams, school leaders, other school personnel and external partners such as NGOs, employers in the business and industrial sectors, further studies institutions

Education

- - to draw up school based policy and implementation strategies on life planning education; integrate life planning education elements in the school curriculum; plan and initiate comprehensive, relevant and timely career guidance programmes for students; conduct career assessments; and organise professional development activities for teachers responsible for delivering life planning education and career guidance service.

Advisory

- - to advise students individually and in groups, identify their career development problems and needs and coach them to find, develop and review their personal plans and career goals; and

- to advise students in their career related experiences and develop appropriate work attitude/reflective thinking skills in them.

Teacher Professional Development

- Life planning education/career development

- Guidance Programmes/Activities

- Counselling Skills/Techniques
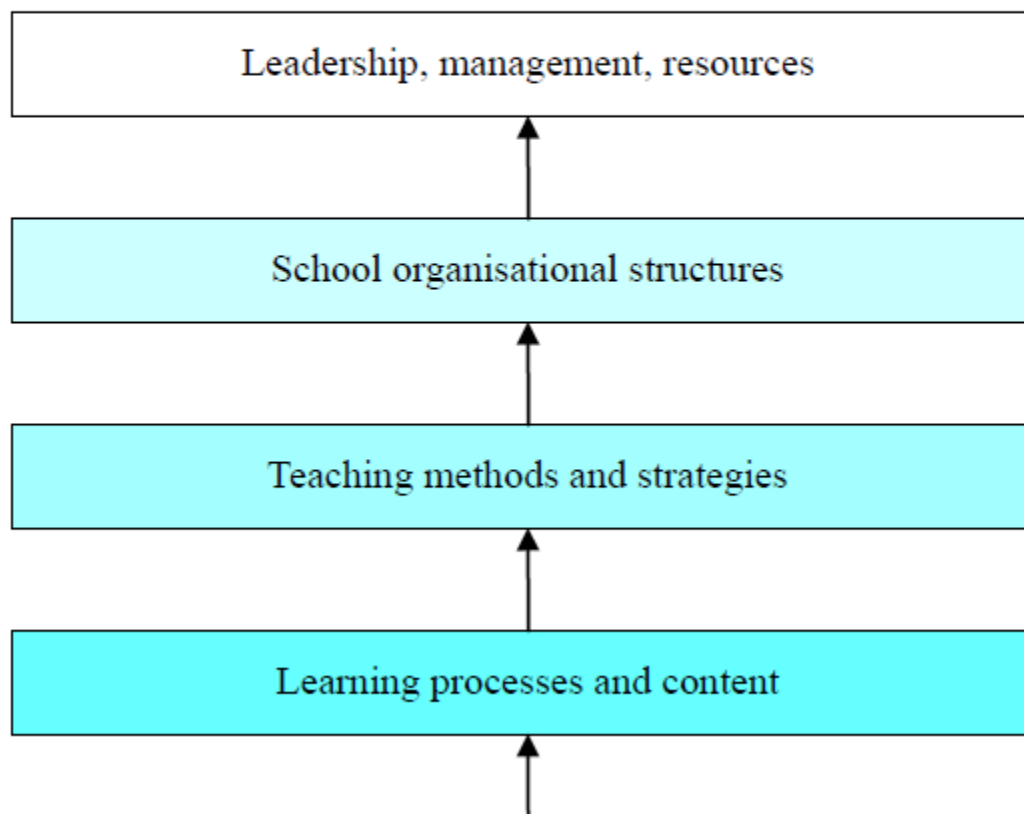
- Career Information

- Curriculum Planning

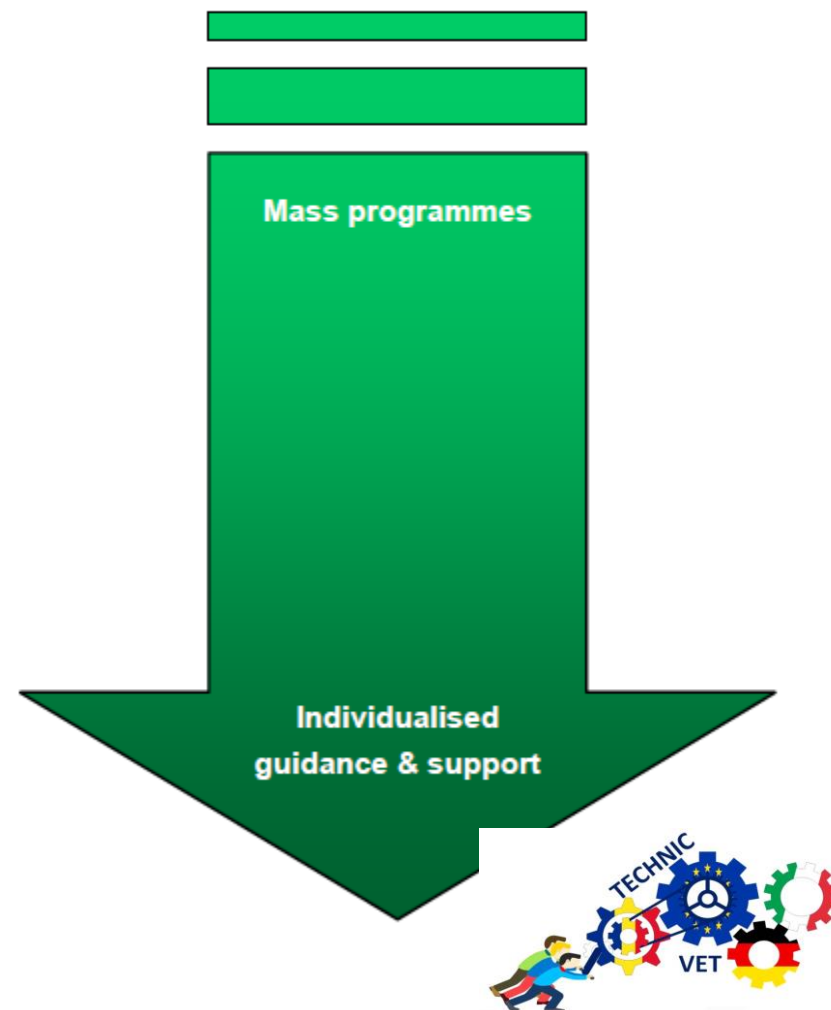# Figure 3: Process of "Backward Mapping" from Expected Student Learning Outcomes

Figure 4: Six Dimensions of Career Intervention

Dimensions of career intervention

1. Life Planning Education & Career Guidance Framework

2. Linking Study Opportunities and Career Choices

3. School-wide Career Guidance Activities

4. Learning Experiences about Work

5. Individual Student Planning

6. Responsive Services

Mass programmes

Individualised guidance & support
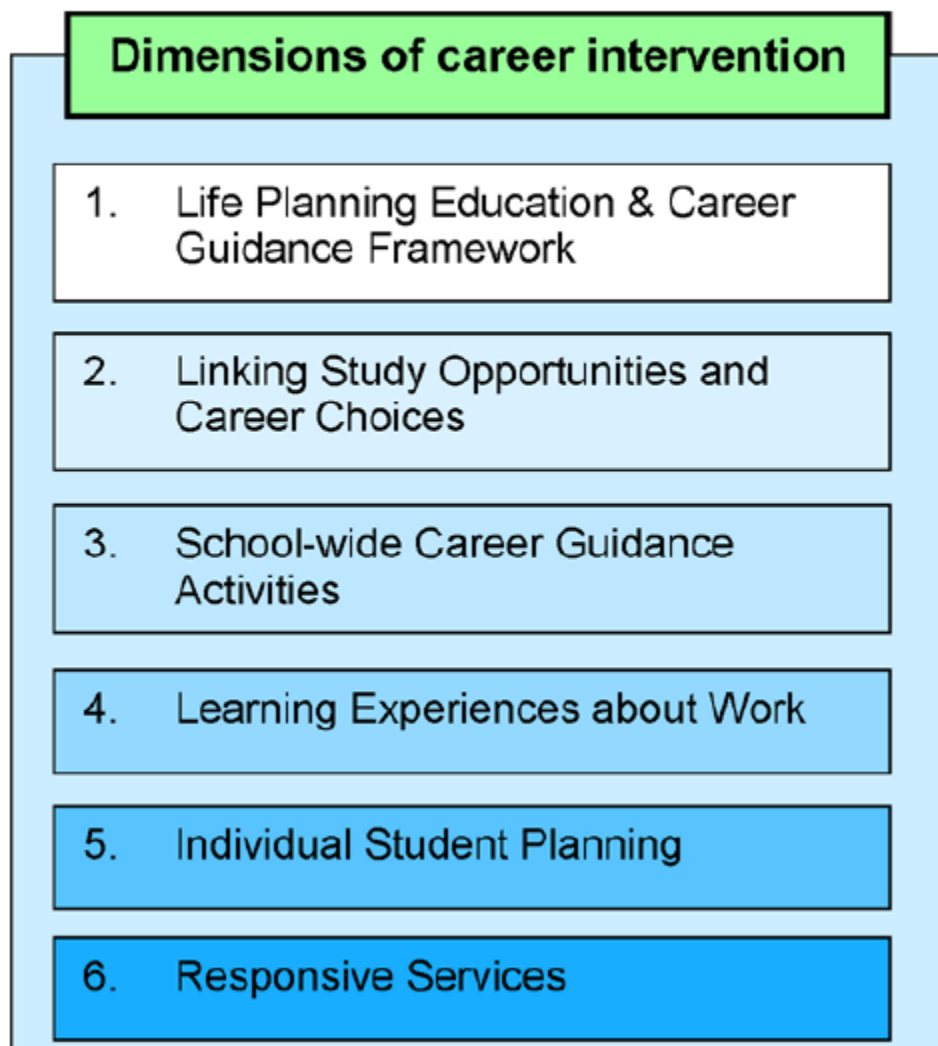
Parties Involved

1. Students
2. School Leaders & CGP
3. Subject & Class Teachers
4. Other School Personnel[1]
5. School Partners & Stakeholders[2]

Direction/Strategies

1. Whole-school
2. Holistic[3]
3. Developmental[4]
4. Curriculum + Programmes + Services[5]
5. Theory- and evidence-based

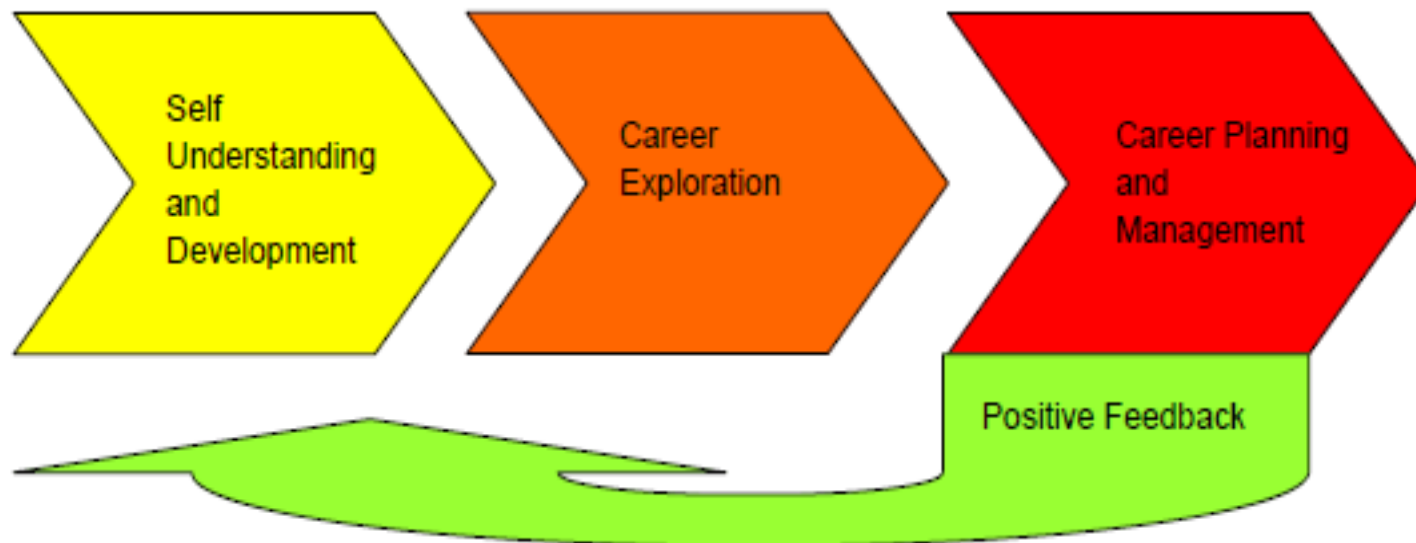Figure 6: Three Components of Life Planning

Components of Career Development	Learning Elements for Junior Secondary Students	Learning Elements for Senior Secondary Students
Self-understanding and Development - to understand one-self and the impact of external influences	✓ Make an realistic self-assessment of achievements, qualities, aptitudes and abilities ✓ Relate and use the self-assessment outcomes to build self-confidence and positive self-image ✓ Relate results of self-assessment to academic and career goal setting ✓ Formulate short and medium term goals by goal-setting, review, reflection and planning ✓ Be aware of stereotyping in career and work	✓ Have a multifaceted review and reflections on their learning experiences to promote a holistic understanding of their achievements, qualities, aptitudes, abilities and personal/career aspirations ✓ Integrate personal growth and change into career development ✓ Formulate medium and long term goals and career/learning targets ✓ Understand problems and sources of stereotyping and demonstrate attitudes or values that go beyond them

| **Career Exploration**
- to investigate options (opportunities and constraints) of learning and work | ✓ Identify and use a variety of sources of career information
✓ Take initiative to seek guidance or support from relevant people in school or in family
✓ Be aware of the opportunities and constraints offered by various study choices or options
✓ Integrate information and use research skills to select, analyse, and evaluate various study choices or options | ✓ Recognise and understand the differences between vocation, career, work, occupation and job
✓ Recognise employment trends and associated learning opportunities
✓ Identify, select and use career information related to study or occupational choices critically
✓ Understand the qualification system; and comprehend qualifications required and offered by various study or training options
✓ Relate and integrate learning outcomes from Career Related Experiences or work-based learning into exploration of study, training and work options
✓ Critically evaluate relation of various opportunities to their own career goals |

| **Career Planning and Management**
- to make decisions, formulate and act out plans to manage changes and transition in learning and work | ✓ Set tentative study plan in senior secondary education with or without connectedness with personal or career goals/aspirations
✓ Be aware of and prioritise impacts of external influences (e.g. from parents and peers) in goal-setting
✓ Understand and apply decision making techniques
✓ Be aware of sources of information, guidance and advice from various sources and use them appropriately
✓ Make informed and responsible senior secondary subject choices of their study
✓ Make contingency plan on their senior secondary study choices
✓ Relate tentative senior secondary study choices to realistic and practical plan that fosters actualisation of goals
✓ Organise and present personal information and plan | ✓ Establish learning or career goals/aspiration
✓ Set tentative occupational preference and related study/training targets
✓ Evaluate the impact of external influences (e.g. from family, socio-economic setting, employers' expectations) and reconcile these influences with aspirations of oneself
✓ Understand, select and apply decision making techniques
✓ Critically compare study, training and occupation options
✓ Consider various factors that influence career decisions, including finance and changes in socio-economic context
✓ Evaluate and make critical use of unbiased, impartial and updated information and guidance from various sources
✓ Develop skills and attitudes in presenting their personal attributes, employability skills and study/career goals
✓ Develop and master generic and employability skills that prepare them |

Figure 8: A Framework of Enhancing Career-related Experiences for Secondary School Students (© 2008 Hong Kong Association of Careers Masters and Guidance Masters)

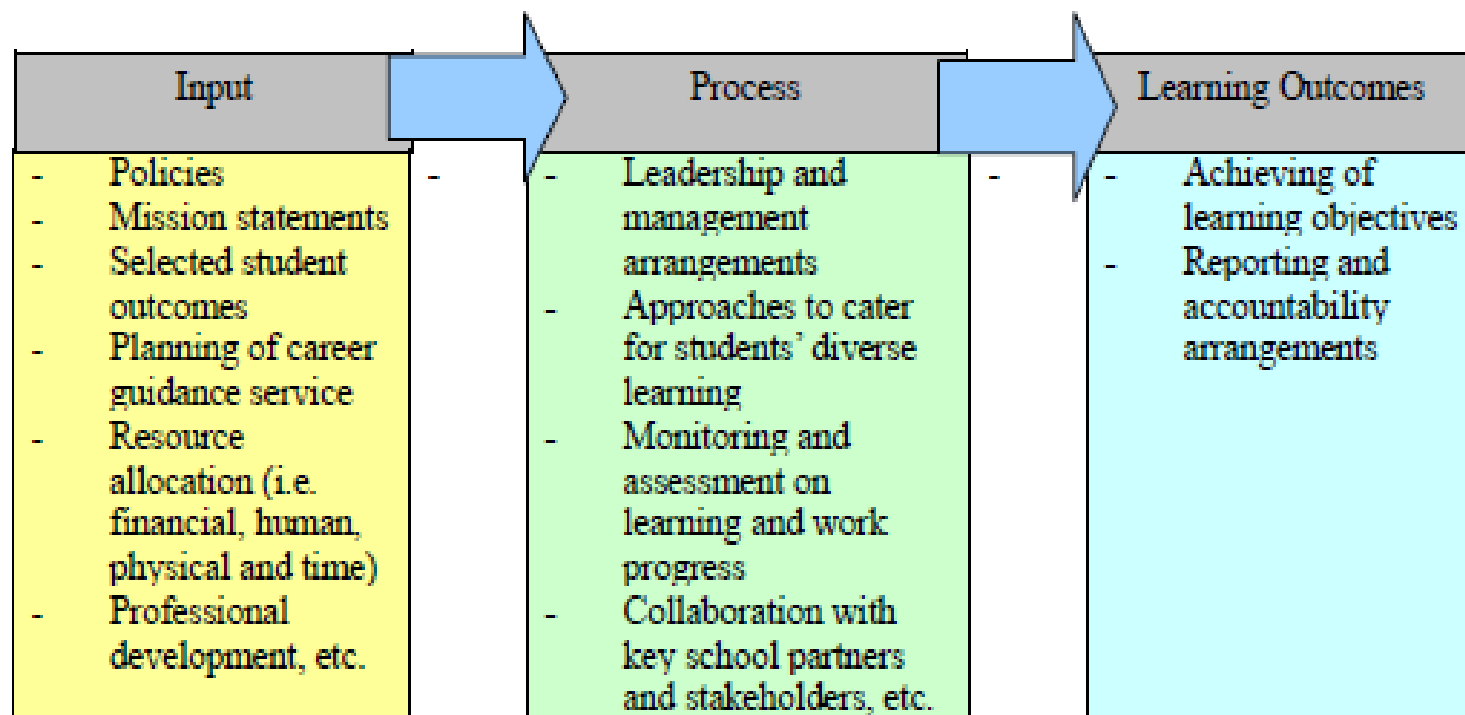|	S.1-3	S.4	S.5	S.6
Guidance and Counselling for Individuals	Career Guidance and Counselling for individual students			
Enabling Individual Student Planning (Assessment → Guidance → Portfolio building)	Initial Senior Secondary Study Plan	Revision of Senior Secondary Study Plan	Education and career interests research paper	Reflective construction of Student Learning Profile Completion of Individual Student Planning
	Academic aptitude assessments	● Personality and traits tests	Career tests ● Career interests, career plan, career values	● Assessment of transferable skills
Facilitating Learning Experiences about Work		Professional/Business Partnership Programmes Mentorship Programmes jointly organised with NGOs, alumni association and PTA Applied Learning Taster Programmes	Job Shadowing and Work Experience Scheme Applied Learning Courses	
		Career visits		
Organising School-wide Career Guidance Activities			Mock job searching activities and interview workshops for job search and university admission	
			Guidance programmes on university admission and course selection	
			University Taster Programmes or Camps	
	Guidance programmes on further studies, training opportunities, streaming and subject choices	Revision of Senior Secondary Study Plan	Visiting local universities	
Linking study opportunities and career choices	Connection of subjects and occupational choices	Education and Career opportunities of individual subjects		
Formulating a Career Guidance Curriculum	Integrated Life Education Curriculum (meaning of work, understanding self, career projects or interviews)	Career & Life Skills Curriculum (Educational planning, career research paper, understanding self)	Career & Life Skills Curriculum (Educational and vocational goals setting, understanding of the world of work, e.g. trends of local economy, work ethics)	Career & Life Skills Curriculum (Educational and vocational goal setting, career planning, job search skills, understanding self e.g., life roles, understanding of the world of work e.g., qualification framework, work ethics)
		Assessment of students' needs with group assessment instruments, e.g. self-efficacy inventories developed by Life Skills Development and Comprehensive Guidance Programme		

Figure 10: Three-step Process for Examining and Reviewing Life Planning Education and Career Guidance Service in school

Input	Process	Learning Outcomes
- Policies - Mission statements - Selected student outcomes - Planning of career guidance service - Resource allocation (i.e. financial, human, physical and time) - Professional development, etc.	- Leadership and management arrangements - Approaches to cater for students' diverse learning - Monitoring and assessment on learning and work progress - Collaboration with key school partners and stakeholders, etc.	- Achieving of learning objectives - Reporting and accountability arrangements

Area	Content
Career Development	• Career development theories • Youth psychological development theories • Theories and strategies of career intervention • Understanding of the potentials, learning and career development needs of students with different learning abilities
Guidance Programmes/Activities	• Self-exploration activities • Career interest/inclination tests (qualitative and quantitative) and their applications
Counselling Skills/Techniques	• Guidance approaches and selective appropriation in school context • Micro-career counselling and life skills training applicable in individual or group counselling, including those with diverse learning needs
Career Information	• Management of career information and resources • Conceptual understanding of the world of work • Application of employment-related knowledge and learning • Connections with external links and sources of information in relation to further studies, training and work
Curriculum planning	• Theories and practical strategies in career and life skills curriculum planning, implementation and evaluation • Creating career-related experiences for all students through various ways with support from the stakeholders and resources from the community • Mapping of life planning education with the whole school curriculum • Coordination with subject committees in school and external links in respect to career related curriculum contents
Others	• Attitudes and values related to career guidance and counselling • Professional codes or ethics in guidance and counselling

Promote self-awareness and the development of social-emotional skills;

• perform interest and capacity assessments;
• evaluate knowledge of the job market;
• organize and support the development of the education and/or career plan;
• define medium- and long-term personal goals and objectives;
• offer information regarding educational and job opportunities;
• recognize the potential and limitations of each participant and his/her environment;
• take job market demands into consideration;
• link personal interests and resources with market demands;
• support the process of returning to school;
• help young people make informed and responsible decisions;
• guide young people in reviewing their life plans and making any necessary adjustments;
• prepare youth to get and keep a job; and
• advise young people in designing strategies and plans for self-management and entrepreneurship.

SCOPE OF CAREER GUIDANCE	TYPE OF ACTIVITY	RESOURCES
Informational	Formal or informal education, online or in-person, in public or private institutions, educational centers, youth organizations, community centers, etc. Technical or higher educational courses, professional profiles, entry requirements, etc. Study opportunities and access to financing Opportunities to start a business Short courses offered as part of programs directed towards disadvantaged youth Occupational areas, possible career plans, salaries, rights, responsibilities, laws, opportunities for advancement, etc. Job training The working world and market trends	Printed materials and resources for group or individual sessions Websites about career guidance Job fairs Job search engines Employment observatories Interviews of people in the young person's environment regarding his studies and/or work Printed or electronic newsletters Videos, conferences about different professions, specifically job descriptions, salary, educational requirements, satisfaction levels, difficulties, etc. Ads in the media Promotional materials: flyers, newsletters, classified ads, catalogs

SCOPE OF CAREER GUIDANCE	TYPE OF ACTIVITY	RESOURCES
Assessment	Evaluation of knowledge, interests and abilities Assessment of entrepreneurial competencies Use of interests, ability, personality testing, etc. that can be administered online or in person Use of reading and writing, math, information and communication technology (ICT) testing, etc. Interviews to explore motivations Interviews to verify whether the young person's profile fits the training offered Interviews to conduct psychosocial or socioeconomic analysis, etc.	Interest explorer[5] Personality discovery test Cognitive explorer[6] Vocational testing[7] Tests of interests and abilities[8] Tests of knowledge, personality, motivation, etc.[9] Tests to assess basic reading and writing, math and ICT knowledge Interview formats/guides Formats for describing occupational profile
Counseling (individual or group)	Support to develop a realistic career plan and analyze, test, and interview results, with an emphasis on life skills (self-awareness, communication, etc.) Advice to define an educational, career or entrepreneurial life plan Guidance for business ventures or self-employment Psychosocial guidance in response to personal situations or conflicts	Support material for workshops or personalized interviews Resources for workshops: printed materials, TV, DVD player, etc.

SCOPE OF CAREER GUIDANCE	TYPE OF ACTIVITY	RESOURCES
Training	Training to improve academic performance and prevent school dropout Training in basic computer competencies (using Internet and e-mail, creating Word documents, etc.) Workshops/sessions to teach job search, résumé writing, interview techniques, and tips for preparing a business plan Training on life and other skills for the workplace on topics such as: • Self-awareness • Assertive communication • Decision making • Ability to work in a team • Problem-solving ability • Ability to negotiate and generate consensus • Capacity to discover, test and experiment • Organizational skills and time management • Ability to plan and manage • Capacity to analyze context • Developing competencies for self-employment	Teaching material for training topics Websites Teaching resources: videos, notebooks, work files, etc. Resources for workshops: printed materials, TV, DVD player, etc. Workplace observations, such as tours of potential places of employment, which help youth identify their areas of interest, positions and career paths
Advising and Support	Advice on educational and job opportunities Advice on learning about job market trends, high-demand occupations with the highest potential of finding employment and developing a career, salary ranges Assistance in preparing and updating a résumé Advice on performing well in job interviews and interpreting and responding to classified ads Support developing a business plan Support with networking Support visiting websites with job or educational opportunities Support connecting supply and demand: participating in job fairs, entrepreneurial events, etc. Training and advice to create online portfolios	Résumé formats Guide formats for developing a business plan Databases of organizations or entities that offer training or support for young people Online resources on youth employability List of resource centers and services offered List of work placement offices List of companies or associations that might have vacancies or offer internships Websites of job search engines, observatories or professional associations that provide information on occupations

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UMBRIA TRAINING CENTER

Cultural Association

Training Agency

Piazza 23 luglio, 5
IT - 06040 SCHEGGINO (PG) Italy
Tel. +39 0743 613410, Fax +39 0743 613159
info@umbriautc.org - www.umbriautc.org