E·TEAMS

MY CAREER PLAN

Checklist - Intellectual output 1

"Schools have only one problem, students who leave school".
(Lettera a una professoressa, Scuola di Barbiana e Don Milani)

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1.   Introduction

This document presents an overview on the phenomenon of Early School Leaving (ESL) and offers a set of inspiring resources and practices used in different EU Countries to face ESL. The document ends with the proposal of a new portfolio tool to be used with students to promote career development reflections and school engagement.

2.   About the E-TEAMS project

The E-TEAMS project is a project funded by Erasmus+ KA2 (project code 2020-1-IT02-KA226-SCH-095180). 8 Partners from Italy, Belgium, Portugal, Spain and Romania are working together to promote new methodologies and tools to support teachers in fighting ESL in European schools. A special focus is given on the strategic role of career guidance and peer education to prevent ESL. The tools developed by the project Consortium are freely available on the project website: https://www.eteamsproject.eu/

3.   Understanding Early School Leaving

3.1 What is Early School Leaving (ESL)?

Many young people in Europe do not graduate from upper secondary schools and, as a result, lack the basic competences and qualifications sought by the labour market today. They have problems in finding stable employment and are vulnerable to poverty and social exclusion.

To refer to this phenomenon the following terms are used: 'early school leaving' (ESL) or 'early leaving from education and training' (ELET) (Nada et al., 2018). The definition of ESL used at the EU level refers to "those young people who leave education and training with only lower secondary education or less, and who are no longer in education and training" (European Commission, 2013). They indicate a situation in which a young person (aged

18–24) finishes at best lower secondary school and does not again attend school or does not under-take any further training (Nada et al., 2018). Such a person is referred to as an early school leaver or an early leaver from education and training. Before the term ESL was established by Eurostat (the statistical office of the EU) to name the situation of school abandonment the term 'school dropout' was widely used. Some authors even differentiate between real dropout and hidden dropout, the latter referring to those who, while in school, disengage due to a lack of interest in learning or class activities (Makarova & Herzog, 2013). Whether it is referred to by one term or another, it is a serious problem in many EU countries, as reflected in the Eurydice Executive Summary (Noorani, 2015).

In order to monitor the situation, the ESL rate is applied. It is a statistical measure expressing a percentage of the people aged 18 to 24 who received no education or training (neither formal nor non-formal) in the four weeks prior to the survey. The statistical indicator is then calculated by dividing the number of early leavers from education and training, as defined above, by the total population of the same age group.

The consequences of ESL can be very problematic, as it has been found to "reduce employment opportunities and increase the likelihood of unemployment, socio-economic disadvantage, health problems, as well as reduced participation in political, social and cultural activities. These negative consequences affect the descendants of early school leavers and the problem can be perpetuated (Noorani, 2015). Dropping out of school has a long-term impact on people's lives, in areas such as job stability, income levels, risk of delinquency, alcohol consumption and life expectancy, and negatively impacts on the possibilities of social mobility and overcoming poverty for the most vulnerable sectors of the population (Garrido-Miranda & Polanco, 2020; Mahuteau & Mavromaras, 2014).

Given its high incidence in European countries, ESL has been positioned for years as one of the main concerns of education policy, with the ultimate goal of achieving a knowledge-based economy and greater social cohesion" (Bayón-Calvo, 2017).

Although ESL is one of the most problematic concerns of current educational policy all over Europe, and the world; however, it may refer to different aspects in each country (NESSE 2010). As Juhász (2015) underlines in the Final Report on CroCooS, ESL is not only a status or educational outcome but usually a long-term process of disengagement that occurs over time and it can be predicted by different distress signals. The way we define early leaving from education is determined by the policy and measures that will be applied.

ESL was integrated in the Europe 2020 Strategy (European Commission, 2010) and a set of recommendations on policies to reduce dropout were launched in 2011 (European Commission, 2014). These recommendations led to the implementation of various educational and social measures in Europe aimed at tackling several aspects of ESL, from individual to institutional and systemic factors, to different types of prevention, intervention, and compensation measures (European Commission, 2014). The relevance, impact, effectiveness, efficiency and sustainability of the European countries throughout these years has also been studied and future lines of work have been marked out for the coming years (European Commission, 2019).

In recent years, networks such as Eurydice (Noorani, 2015) have been concerned to study examples of good practice across Europe and have promoted an exchange of experience and knowledge on this issue. Positive factors that have been found to reduce the risk of early school leaving include having had high quality early childhood education and care and good management of transition processes between stages.

The same network (Noorani, 2015) argues that the fight against ESL can only be effective if a comprehensive coordinated strategy is employed across different levels of

administration and policy areas, which is highly dependent on the political and institutional structures of countries. The definition of comprehensive strategies on ESL can be seen as a policy mix, coordination between different policy sectors and the integration of measures that support the reduction of early school leaving into all relevant policies aimed at children and young people. In addition to education policies that promote high quality education systems, these are mainly social policy and support services, employment, youth, family and integration policies. Horizontal coordination between different actors and vertical coordination across different levels of government are equally important. In very few cases do countries have a coordinating body and, in many cases, there is a fragmented approach. Member states should select the detailed components of their strategies according to their own circumstances and contexts, as stated in the Council Recommendation of 28 June 2011.

As detailed in the Eurydice report (Noorani, 2015), these comprehensive strategies include three types of policies: prevention, intervention and compensation after dropout; in all of them, pedagogical and vocational guidance becomes crucial. The most common measures taken in European countries have been improving access to and quality of early childhood education, increasing flexibility and permeability of educational streams, as well as pedagogical and vocational guidance. Measures have also been taken to target groups at high risk of early school leaving, including disadvantaged pupils, pupils with a migrant or minority background (especially Roma) and pupils with special educational needs.

As far as educational and vocational guidance is concerned, the main objectives are: to help pupils, to inform them about the possibilities open to them and to develop the skills they need to make decisions about their future education and work. This help used to be offered to pupils at risk through school guidance services, but there is a growing trend towards offering it to all, integrated into the curriculum.

Few measures are aimed at reducing repetition and segregation in schools, although these are known to be major obstacles to reducing dropout.

The greatest difficulties reported are in achieving collaboration between the different parties involved or the sustainability of actions over time. The European Commission (2019) underlined as future needs for support in tackling ESL:

"Further strengthening an integrated approach to reducing ESL; specific targeting of different policies and measures; data collection and monitoring; more systematic policy evaluation; operational recommendations that are integrated and tailored to national contexts with support to implement them; enhancing the role and voice of relevant stakeholders in tackling ESL; and, integrating ESL within broader education policies".

Likewise, the future potential EU tools and actions which were considered most useful by stakeholders comprised:

"Further opportunities for peer learning and peer counselling; progress reporting arrangements, conditionalities and financial mechanisms; flexible soft tools that can be adapted to local specificities; enhanced dissemination and awareness-raising; linking EU recommendations and policy tools with concrete programmes and activities; and, creating synergies between the activities and results of different EU-funded initiatives. (European Commission, 2019)."

3.2 Who are the youngsters at risk of ESL?
3.2.1. Related factors

Early School Leaving is the result of a unique biographical process, which has diverse roots and origins and is often the result of a confluence of personal, social and institutional factors (García, Casal, Merino y Sánchez, 2013). In the literature we can find multiple

classifications that try to summarise the factors related to school leaving. However, all the studies agree that two aspects are fundamental: endogenous factors and exogenous factors.

Endogenous factors are those that are born within or originate from internal roots, comprising two possible differentiated dimensions of manifestation, the personal and the relational. In the personal dimension are those aspects that are strictly attributable to the individual and which are related to capacity, merit, motivation and personal effort. On the other hand, the relational dimension refers to the individual's socio-familial support network and brings together both issues related to the individual's family characteristics and others that have more to do with the influence exerted by their peer group.

Exogenous causes, as opposed to endogenous causes, originate externally, or by virtue of external roots. They are therefore aspects that are beyond the individual's control and do not depend on them. They have two dimensions, one structural and the other institutional. The former includes those aspects that originate in socio-cultural structures, such as the characteristics of the community of residence, the social environment, the ethnic condition, the economic and political situation, the labour market, among others. The institutional sphere includes factors linked to the education system in force, including the socio-educational policies implemented by institutions and their concrete implementation in schools (Figure 1).

3.2.2. Endogenous factors

Among the aspects strictly attributable to the subject that best explain the early school leaving are: gender, self-concept and self-esteem, health and the existence of physical and mental disabilities, motivation towards learning, attitudes towards school, self-responsibility in learning, expectations about the future, study habits, learning rhythms and academic performance.

In the profile of pupils who drop out of secondary school without accreditation, gender is another important factor. The studies reveal boys show higher prevalence of school leaving than girls.

Other endogenous factors that are related to drop out are the relational dimension (family, peer group and social environment). The family is the main space for identity and personal fulfilment throughout our life. There are many different family aspects that can become both risk and protective factors when we talk about ESL: social origin, status and occupation of the family; family structure, composition and climate; family dysfunction and problems; breakdown of the family of origin; family expectations and culture regarding the value of school, study and the development of behavioural habits and attitudes linked to school work.

Another important aspect is the expectations of the usefulness of education: the family's perception of the importance of studies or the view of the education system as something imposed, where there is no sanction if one fails at school. Moreover, the presence of new family structures (one parent households, cohabitation, same sex families or voluntary childless couples) could be a determinate factor relative to ESL.

Peers are another essential factor for young people. The peer group often acts as a counterpoint to what parents and teachers (authority) expect of you and become role models and models to imitate because of the proximity they represent. Students tend to create bonds of affinity and friendship, but also conflicts and disagreements in their dealings with people close to their age. Sometimes these peer groups can clearly have a negative influence on school performance.
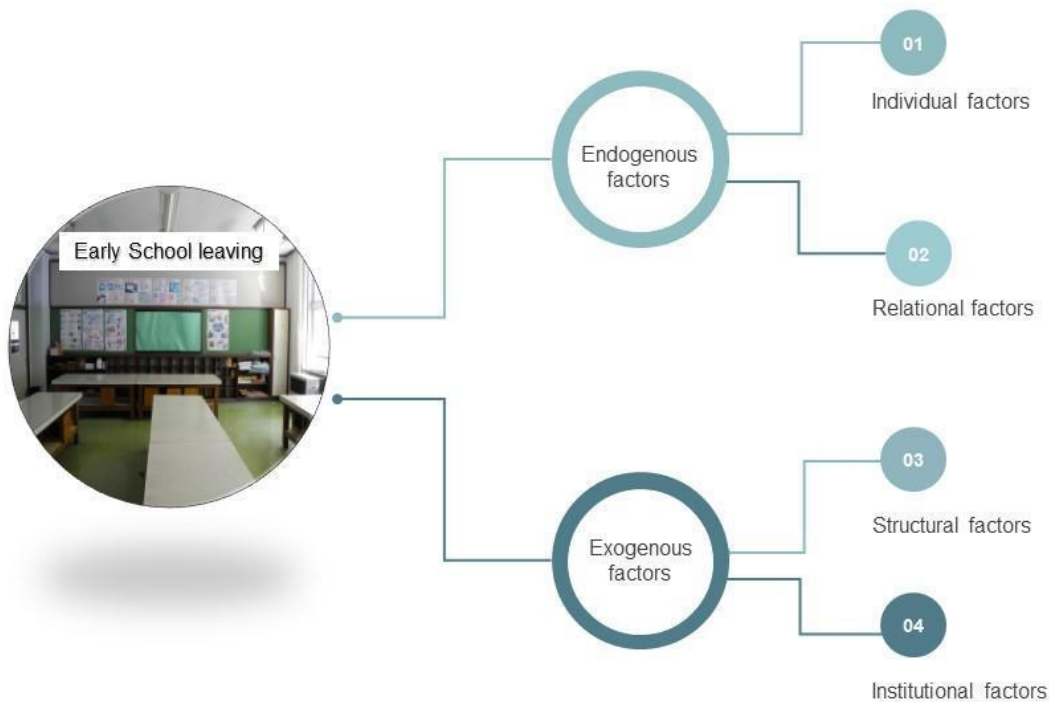
3.2.3. Exogenous factors

There are certain characteristics of the social environment such as poverty, dangerousness, vandalism, rurality, alcoholism, low cultural level and dependence on social

protection systems that make it very difficult for students to succeed in school. Another aspect highlighted in several testimonies is that of belonging to an ethnic minority or being an immigrant. This aspect is linked to poor schooling and a low level of education. An added factor is the social value of studies among some young people, as they do not perceive a congruent and satisfactory relationship between training-employment-salary.

According to institutions, other factors are related to the difficulties and rigidities of the education system with the existence of a compulsory, imposed, highly theoretical and inflexible common curriculum that prevents diversification and leaves those who cannot cope with it without alternatives. Specific programmes are necessary for an intervention in students with learning disabilities.

Another factor related to ESL is the existence of a dull school climate, which becomes a demotivating and disengaging factor in the education system. In this context, teachers can be both a protective factor and a risk factor in explaining young people's failure and dropping out of school. In this sense, many teachers do not renew their teaching methods, are poorly trained pedagogically and do not really know how to deal with students.

Figure 1. ESL related factors

3.2.4 Covid-19 as exogenous factor

3.2.4.1. Impact of Covid in School leaving

Prior to the Covid-19 pandemic, reducing Early School Leaving to less than 10% across EU member states by 2020 was one of the EU's priorities in the field of education. According to the Education and Training Monitor 2020, nineteen out of twenty-seven European countries had successfully brought the percentage of Early Leavers from Education and Training (ELET) down from 10% (DG for Education, Youth, Sport and Culture, 2020). The educational disruption caused by Covid-19, however, in the process of reversing this achievement, as Europe wide school closures negatively impacted and still impact the quality and accessibility of education (DG for Education, Youth, Sport and Culture, 2021). According to the latest data by the European Statistical Recovery Dashboard, the proportion of young people neither in employment nor in education or training (NEET) has

increased since the beginning of the pandemic, from an average of 12.5% by the end of 2019 to over 15% by mid-2020 (Eurostat, 2020). The new target is 9% by 2030 and it has been established by the Council Resolution on a strategic framework for European cooperation in education and training towards the European Education Area and beyond (Council of the European Union, 2021).

There is no doubt that the particular circumstances and impact of the pandemic have aggravated certain risk factors of ESL more than others. In this sense, the impact of the crisis can be considered as partly overarching to the distinction made above of endogenous (personal, school) and exogenous (socio-environmental) factors affecting dropout rates. The latest research report by the Organising Bureau of European School Student Unions (OBESSU) sought to amplify the voices of school students across Europe, spotlight their experience and views bridging the last two academic years disrupted by the Covid-19 pandemic. It is based on a six-month inquiry of mixed qualitative methods including focus groups, surveys and interviews involving over 1,000 students and teachers from different European countries and diverse backgrounds. While not the immediate focus of the inquiry, sections of a survey involving over 1,000 students provided interesting insights on the views of students regarding factors fostering disengagement both online and offline.

The challenge of inclusion is by far the main priority to tackle with regards to the Covid-19 pandemic and Early School Leaving. Certain groups of students were marginalised prior to the pandemic, too, and the emergency response in many EU countries failed to take their needs into account. Precluding access to the online classroom are often the students' background - migrant and socioeconomic - and abilities: lack of school materials (devices and books), lack of support from parents (language barriers, long working hours), lack of alternative methodologies and specialised support for students with disabilities and special needs.

3.2.4.2. Covid and remote learning

The covid-19 pandemic led to the closure of schools around the world, for this reason, in April 2020, more than 1.5 billion students dropped out of school to prevent the spread of covid (UN, 2020; UNESCO, 2020a). This measure was implemented in a dramatic situation, which led to the rise of learning difficulties and inequalities due to the difficulty of accessing online models of education. The content, methodologies and logistics of in-person school have also been transformed by the crisis.

This pandemic has emphasised the so-called digital divide (Elboj-Saso, et al., 2021), increasing educational difficulties between families who can provide sufficient access and screens for their children and those who cannot (Watts, 2020). In addition, research by Metherell, et al. (2021) showed how difficulties in accessing new technologies implied poorer quality of life, academic and psychosocial difficulties. Thus, despite being in the 21st century and in the EU itself, economically vulnerable adolescents found it difficult to follow online classes, which led to a decrease in their academic performance (Velicu et al. 2022; Viner et al., 2020). In this sense, it is necessary to provide education systems with social protection tools that guarantee the necessary means for students to connect, from a computer or tablet to an Internet connection (Khan & Ahmed, 2021).

Currently, the adolescent community is mainly made up of what is known as Generation Z (García-Ruiz, Tirado Morueta and Hernando Gómez, 2018). These digital natives were born into a post-modern society, so they understand and comprehend those new technologies are not only spaces in which to learn, but that they allow them to build and participate actively, generating a new role: the "prosumer" (Ritzer, Dean, & Jurgenson, 2012). In other words, they are consumers as well as content generators (Ávarez-Ramos et al., 2019). In addition, they experience social networks as spaces for human interaction

where a series of social norms exist, producing a process of socialisation (García-Ruiz, Tirado & Hernando, 2018; Quintana, 2016).

The outbreak of the Covid-19 pandemic has led to a constant adaptation of the organisational and methodological model of education. In this sense, the confinement of classrooms, the lack of attendance of a high percentage of students in classrooms or the impossibility of close contact has favoured a hybrid teaching model. In this sense, European educational centres have opted for mixed models, where pre-speciality and online have coexisted and where continuous assessment has gained relevance over final assessments (Fernández & Shaw, 2020). These organisational changes entail not only a methodological change, but also a participative and collaborative leadership. It has also led to a personalisation of education, so that the teacher has had a very close follow-up with the students, showing interest in academic and socio-affective competences (Wang & Brook, 2020).The context of remote learning saw students unable to inhabit the stimulating, physical environment of the classroom; teachers less able to facilitate lessons and support students in their learning; schools and governments eager to counteract the learning losses due to educational disruption caused by the first wave of Covid-19. No significant changes were made to the national curricula that could take into account the specificities of online classroom settings, and this contributed to students' negative attitudes towards the content of instruction and their ability to bring it to completion. The issue of adaptation pertained to methods as much as content. With the steady influx of news throughout the pandemic, including the Fridays for Future movement and the Black Lives Matter movement, students expressed an awareness of the limits of the curricula in tackling pressing issues and helping them navigate their day-to-day realities. Another dimension to take into account is the relationship between teaching methodologies and assessment methodologies. In the EU landscape, the latter are often high-stakes, summative and have short-term implications (failing classes) as well as long-term implications (university admission and future

opportunities). Prior to the pandemic, the majority of EU countries relied on one form or the other of mostly written but also oral examinations to be taken in a controlled environment to measure the specific competences acquired by individual students before leaving secondary school, in a summative format. The pandemic has severely disrupted end-of-year assessments and in many cases, long-established evaluation methodologies were suspended. This caused widespread uncertainty about the new (if any) assessment methodologies to be used; the content these would seek to sum up and cover; and the implications of performance for school or job transitions after school, especially for those students who did not have access to the digital classroom during school closures.

Moreover, the constant confinement of classrooms could lead to a decrease in the number of quality hours devoted to education, resulting in poorer academic performance (Giannini & Ablrectsen, 2020). In this sense, it is not only important to be able to maintain the number of hours devoted to developing each educational competence (Ramos, Solís & Enríquez, 2014), but also its quality. Another educational goal that should not be forgotten is the need to be part of the educational community, offering a space for interaction and exchange (Muñoz, 2017). In the same way, it is necessary to attend to families, guaranteeing an effective and active community, where democratic dialogue is established (Habermas, 2005). In this sense, it is necessary to consider the role of families in educational activities, and how they have been forced to be guides who orient their children in the teaching-learning process (Moreno & Molins, 2020).

3.2.4.3. The role of the teacher during the pandemic of covid-19

Throughout the 19th and 20th centuries, educational schemes have been configured around the institution of the school, which means that education has been identified with school education and that all educational policies have focused on this institution, forgetting that people learn and have been educated in many other contexts. The new ecology of

education advocates situating the school as a "node" integrated in a network of learning contexts in which we must work to build meaningful learning trajectories based on the development of critical thinking.

In this sense, technology allows us to modify our behaviour, our social relations, our lifestyle and learning-teaching situations. Education, of course, is adapting to this reality by expanding its educational technologies and favouring the use of these devices, making possible a set of tools and techniques that optimise both information and access to it, making learning real in any setting (the educational centre, the university, the home, leisure spaces).

There are an infinite number of learning possibilities that are available regardless of time and context. It is no longer so much a question of learning stable and solid academic knowledge in the school, as the content becomes obsolete at breakneck speed, but of carrying out lifelong learning that is also learned outside the school, imposing rectifications to traditional teaching practice, modernising and correcting. Nor is the focus on the nature of the specific content, but rather on the transmission of the skills needed to use it (fluid intelligence, crystallised intelligence, creativity, intellectual and social openness, basic positive self-assessment, teamwork and collaboration, synchronised intelligence and digital literacy) (González-Patiño & Esteban-Guitart, 2014).

It is essential, today, to review educational systems in accordance with the new social conditions of the time, without forgetting the emotional aspect that distance learning implies, where emotions play a more predominant role than intellectual. This aspect is transcendental when it comes to understanding the online or hybrid teaching developed because of the pandemic.

In this pandemic context, schools must adapt to the new social reality. It needs to be reinvented and made more flexible to cater for the diversity of realities. This is why new models based on hybrid education must be analysed, where pedagogical practice is

improved and meaningful student learning is promoted through the use of ICTs. A new learning process where students become active agents capable of interacting with their peers through activities that are developed collaboratively, where the student is the true protagonist of their learning, leaving behind their passive role to become an active agent capable of interacting with their peers and with the teacher in a collaborative way.

This form of learning aims for the student to become an active agent capable of interacting with their classmates, family and teacher in a collaborative environment in which education is personalised for each person according to their needs and pace. Through the different activities programmed and prepared by the teacher, students visualise and read the materials at home, resolve their doubts, consolidate the learning carried out inside and outside the classroom, revise and self-evaluate, providing them with training in relation to games as a cultural form. Students know what to do, how and why in a medium that is familiar, attractive and very accessible to them, such as mobile phones or tablets, which they master and which allows them to work in groups. Students find meaning in what they do as successive tasks and activities unfold. The analysis and characteristics of the potential of new technologies for learning is closely related to the assessment of the possibilities they offer for representing, processing, transmitting and sharing information.

A novel and interesting approach to the effective use of ICT during the pandemic is the TPACK (Technological Pedagogical Content Knowledge Model). This combines technological knowledge (technological tools and resources), content knowledge (being competent in that subject) and pedagogical knowledge (being aware of the evolutionary stage of our students and applying the most appropriate methodological model for them from paradigms of attention to diversity from inclusion) (Figure 2). Technological pedagogical knowledge of the content is the union of these three aspects. This model is based on competently training teachers to respond to the needs of the new generations.

Technological Pedagogical Content Knowledge Model (TPACK)

1th — Technological tools

2th — Resources tools

3th — Content knowledge

4th — Pedagogical knowledge
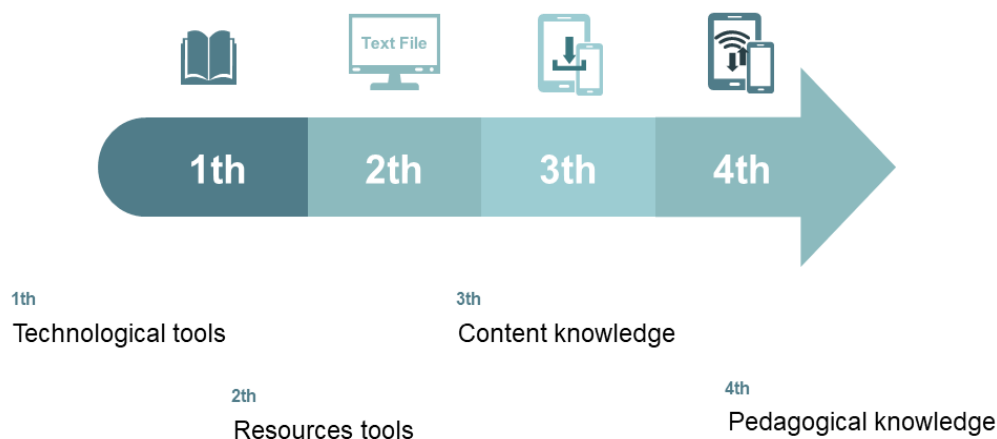
Figure 2. TPACK Model

Taking advantage of the characteristics of mobile devices and applications that favour connectivity and decentralised accessibility, we promote activities with a playful and dynamic methodology (González-Patiño and Esteban-Guitart, 2014). With regard to methodological issues, a series of considerations must be taken into account, such as, for example, being based on the basic principles of gamification (Monzonís-Carda, et al. 2020; Sánchez-Martín, et al., 2020), which favour the intrinsic motivation of students. On the other hand, cooperation among students will be encouraged in order to guarantee critical reflection, based on the principles of cooperative work.

3.2.4.4. Covid and relation with peers

Halfway between personal and school factors, the Covid-19 pandemic also put a strain on relationships. Teachers, under unprecedented amounts of stress, had to navigate the realities of online learning with little guidance, training or support on how to use digital tools. On the other side of the screen, students often felt their needs and views were ignored for the sake of academic progress. As a consequence, relationships between students and

teachers (lack of mutual trust and antagonism) and amongst students (discrimination, bullying and cyber bullying) might have weakened or worsened. This is not only a result of Covid-19, but also of the pre-pandemic engagement modalities. It was not uncommon for strategies to foster engagement in the classroom to include punishments or light threats by the teacher - such as "be attentive, or you will get extra homework". In the online classroom, teachers have less control over students, and students can more easily disengage; in the long-term, this can generate or exacerbate pre-existing conflictual relationships and antagonism between teachers and students. In terms of student-student relationships, the unmonitored online environment and the constant use of webcams can create fertile ground for abuse and cyberbullying.

Relationships were affected not only at school, but also at home. With the heavy limitations on in-person interactions and social life, school students spent the majority of confinement at home with their families or guardians. Forced cohabitation with siblings and family was reported as stressful for many, but it resulted particularly critical for those who live at risk of abuse or who have pre-existing issues such as mental health conditions, financial worries, caring responsibility. Financial and caring responsibilities in the context of the pandemic can result in students dropping out to support themselves or their families; mental health conditions can negatively affect school and test performance, also leading to early drop out from education and training.

Furthermore, with many fundamental rights of young people being curtailed to respond to the health emergency (such as the right to education and assembly) and the negative effects of the pandemic on the world of work, wider societal and environmental issues that can contribute to students' disengagement from education have also been aggravated: consider, for example, the negative media portrayal of young people during the pandemic, or their position in "vaccination lines" Europe wide; climate and Covid-19 anxiety, paired

with a lack of agency and involvement with public and political life; shrinking job market and lack of quality opportunities in the education-work transition (OBESSU, 2021).

3.2.5. Predictors of ESL

We should take into account that drop out is a dynamic development process that takes off before children enter elementary school (Jimerson et al., 2000). According to this view, dropping out occurs as a result of current circumstances and prior development (i.e., experiences adaptations). Dropping out is a process that starts early in the development and continues along the following years. The results of previous studies reveal that early home environment and the quality of early caregiving can predict high school status. Measures of socioeconomic status, IQ, problem behaviours, academic achievement, peer competence and parent involvement are factors that predict a poor engagement at school along the following years. Self-regulation is another important factor linked to success at school (Teo et al., 1996) (Figure 3).
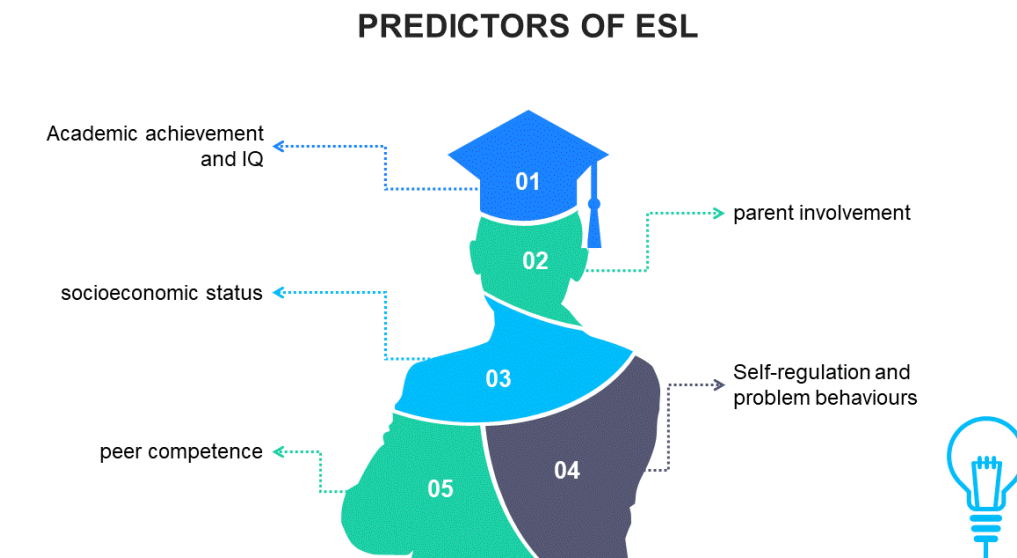

Figure 3. Predictors of ESL

3.3 The role of career guidance to prevent dropout

3.3.1. Why is career guidance important?

One of the solutions to reduce school dropout rates is career guidance, a way to help young people find their own way in the world of work. It is not only about counselling but also about getting to know the person and their environment, as well as mastering the world of work and society in order to help them.

An appropriate career guidance can help more students persist in and complete their education and have potential benefits as:

1.   enhancement of students' motivation and academic achievement

2.   increased personal and social competence related to work in general

3.   a broad understanding of an occupation or industry

4.   career exploration and planning

5.   acquisition of knowledge or skills related to employment

As we cited above, student engagement is a central key in order to prevent drop out. Many students lose interest and motivation in education because the curriculum does not seem to have a real-world application. Academics are often presented in isolation, instead of in a way that shines a spotlight on how the subject is applicable in the context of the real world. When we ask students, more than 90 percent said they would be more engaged in their education if classes helped them acquire skills and knowledge relevant to future careers.

Another important factor is building positive adult-student relationships. Mentoring and providing positive relationships with adults can reduce drop out (Kemple, 2001). Taking this data into account, we can consider that work-based mentoring efforts are important strategies for helping high school students make a smooth transition to adulthood and it is an efficient strategy to prevent school leaving. If we want to engage students, it's necessary

to provide relevance and strong relationships between students and the education environment.

3.3.2. Main phases in career guidance

The main objective of career guidance is to help learners to make their own decisions. To achieve this, career guidance has three phases: Orientation Phase, Decision Phase and Achievement Phase. In the Orientation Phase, students are encouraged to think about their own abilities and aspirations. They are also informed about their training options and the labour market situation. In the Decision Phase, the counsellor and the student discuss training and employment alternatives in order to find the best one. Finally, in the Achievement Phase, the learner must acquire the useful skills to fulfil his/her career: how to apply for training, how to sell him/herself, how to project his/her personal brand and finally to achieve his/her goals. All these instructions must fit with the environment, i.e., with the needs and demands surrounding the student (Figure 4).
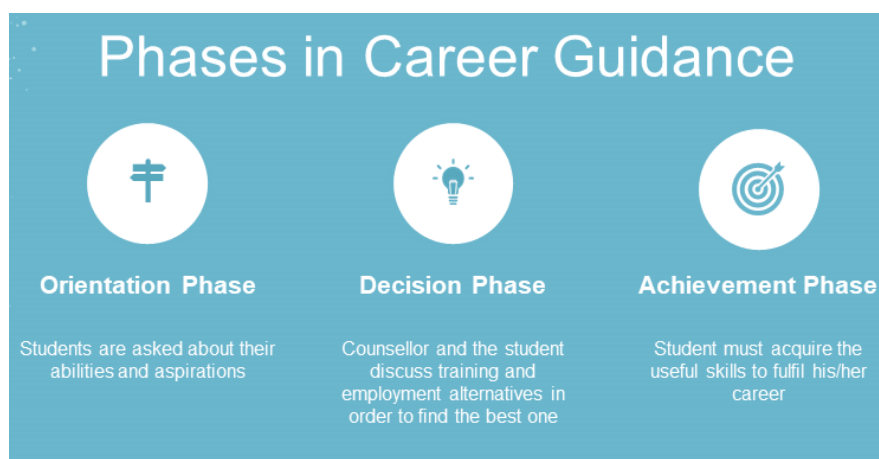
Figure 4. Phases in career guidance

For career guidance to really work, it is necessary to involve everyone in the school (teachers, tutors and management) and in the business world (chambers of commerce,

associations, employment services, trade unions). And, of course, the pupil who wants to boost his or her professional career.

3.3.3. The importance of a counsellor

School counsellors play an integral role in the overall development of student learning in the areas of academic, career, and personal/social development. They work very hard in order to develop interventions and strategies to assist students to avoid dropping out. They are encouraged to design, coordinate, implement, manage, and evaluate their programs for students' success. The school counsellor's goal when working with at-risk students is to identify and intervene before students move through a continuum of self-destructive behaviour. An important objective of their work is to identify students with poor attendance at school and monitor student's progress the entire year by updating the early warning system tool. It is important that school counsellors consistently monitor students' level of progress in order to provide effective drop-out prevention strategies. An important tool to prevent drop out is group interventions that have been shown to be effective in working with at-risk students. Psycho-educational group interventions have been shown to increase study skills and grade point averages for at-risk students. In a study carried out by McClanahan et al. (1998), the results from group interventions in schools were more effective than individual interventions.

The purpose of school counsellors is to increase comfort and reduce anxiety through orientation activities including discussions of curriculum, scheduling, discipline, and co-curricular activities. It is important for school counsellors to provide ongoing classroom guidance lessons for students and staff dealing with communication skills, peer pressure, how to meet people, problem solving skills, study skills, as well as preparation for life after high school.

3.3.4. Teachers as important key

The relevance of teachers as a factor influencing school leavers' decisions has long been studied (Diyu, 2001; Garrido-Miranda and Polanco, 2020). Teachers are a key agent in fostering school adherence (Tarabini, 2015) as, together with parents, they help students to be motivated and optimistic about their education (Ricard & Pelletier, 2016).

> "The relationship that is built in the teacher-student binomial can contribute both to students having better life experiences within the school, thereby favouring a better quality of learning achieved, as well as having a negative impact on their performance and, therefore, on their motivation to remain in the school system" (Garrido-Miranda & Polanco, 2020).

Thus, as these authors argue, poor relationships with students and the low level of professional performance displayed are aspects to be considered in order to understand the reasons for dropping out of school.

As observed by Magen-Nagar and Shachar (2017), "few sources explore the processes occurring in school or the quality of teaching in the classroom as factors that are likely to affect dropout". In this line of action, many studies blame students for dropping out of school, but very few consider that it is the education system that has to change (González, 2015; Zyngier, 2011).

Even so, we find studies that focus on analysing the role of teachers as a cause of dropout or as a key element to prevent or reduce it (Garrido-Miranda & Polanco, 2020). Among these studies we find those that take into account the indifference or lack of concern of teachers and its impact on student rejection (De la Cruz Flores & Matus Ortega, 2019); the effect that teacher discourse and practice have on students' self-efficacy and self-confidence (Smyth, 2006); or analyse the responsibility that the families of students who drop out attribute to teachers (Balzano, 2002).

"The social and academic environment in which students' school experience takes place and the degree to which they feel welcomed, respected, encouraged, supported and listened to has a clear impact on the level of involvement or engagement of students with school and their learning" (González, 2015).

This is why it is necessary to analyse the teaching keys that favour or hinder the school engagement of their pupils. In the first place, we can highlight the teacher-teacher relationship. When teachers live in collaborative school environments with each other, the possibilities for innovation to engage students are greater (Smith et al., 2008). In these cases, teachers spend time exchanging teaching-learning issues (Portelli et al., 2007), functioning as a professional community in which professional relationships are enhanced and developed to make teaching a team activity rather than a private act (González, 2015).

Secondly, the teacher-student relationship is a key element in school dropout (González, 2011, 2015; Knesting, 2008; Knesting et al., 2013). Positive relationships encourage students to feel valued, to seek help and support when they need it and to attempt learning tasks where there is a risk of failure, and provide intrinsic motivation to stay in school (Seal, 2009). Some characteristics of teachers would be: paying careful and collaborative attention to knowing students as whole people, connecting with students' lives, helping them explore their own interests, listening to them, respecting their knowledge and acknowledging their voices in decision-making, negotiating curriculum and pedagogy and sharing power with them in the classroom, presenting an integrated curriculum that connects with students' life realities, with active methodologies, enabling them to engage in rich and meaningful tasks, responding to students' individual needs and characteristics (Fielding, 2012; González, 2015; Koedel, 2008; Portelli et al., 2007; Smyth, 2003; Smyth et al., 2008; Smyth and Hattman, 2002). Also, generate rich learning environments that support students' academic, personal and social development (Gonzalez, 2015; Shernoff, 2013; Willms et al, 2009). Discarding routine practices, centred on textbooks and lectures;

but based on enquiry around real and authentic topics, with different methodological options related to the so-called inquiry-based teaching (e.g. project-based learning), and giving the importance they deserve to digital technologies (González, 2015).

In pedagogies that "engage with school", preventing school dropout, Zyngier (2008, 2012) points out that teachers and students learn with and from each other, as in what he calls CORE (Connecting, Owning, Responding, Empowering) pedagogy, as it involves: Connecting and engaging with students' cultural knowledge; enabling students to take ownership of the programme so that they see themselves represented in the work they do; responding to students' lived experiences and actively, consciously and critically reflecting on them; and empowering students through the opportunity to have a voice and discover their own authentic and accredited lives.

In this sense, the study by Garrido-Miranda and Polanco (2020) analyses the role of teachers in the process of "disengagement from school" and shows the personal and professional attitudes and practices of teachers that influence this. As "good teachers", they highlight those that favour learning: "explaining subjects well" and "attending to specific queries", as a sign of the teacher's willingness to devote time and attention to the specific needs of each student. Their help and willingness to solve curricular, personal and extracurricular problems. In addition, attitudinal qualities such as "good treatment", "closeness" and "affection" with respectful and empathetic interactions, showing concern for their person and willingness to listen, trusting relationships.

On the contrary, repressive and pressurising practices that are felt to be inappropriate, even violent, that give rise to a self-perception of helplessness, vulnerability and mistreatment, that explain subjects poorly, that deal with little content and/or that provide few or poor instructions on what to do in class. All this leads to an increasing refusal to participate in class activities; they encourage absenteeism and thus increase the risk of

failing grades and consequently dropping out of school. Likewise, attitudes of lack of concern and confidence, making them feel ignored, that they do not believe in their possibilities and do not value their efforts, cause demotivation and doubts about the real possibility of continuing in their studies.

In this regard, the study by Pov et al. (2020) suggests that (1) teachers should closely observe students and visit their homes in case they are absent more than three days without notification; (2) teachers should identify who is often absent and report this to their guardians or parents immediately; (3) there should be regular meetings between parents and the homeroom teacher at least once a month.

In view of the above, it is clear that the teacher's sensitivity and training towards ESL is crucial. According to the Eurydice report, 'one of the determining factors in reducing early leaving is improving teachers' skills, especially their ability to identify the learning needs of individual students, create a positive learning environment and promote inclusion' (Noorani, 2015). However, as this report denounces, barely one third of European countries work on this issue in initial and in-service teacher education. Some countries, such as Luxembourg, are examples of good practice in this respect, offering in-service training courses on the topics of demotivation and early school leaving. In this respect, in some countries, guidance has been integrated into the curriculum and teachers are responsible for its development. There are two general trends: it can be integrated into one or more subjects (e.g. social sciences, entrepreneurship or citizenship education), as in Germany, or spread across the curriculum as a cross-curricular theme, as in Estonia.

It is worth noting that the vast majority of European countries indicate that non-specialist teachers play the most important role in guidance, regardless of how they provide it (Noorani, 2015). However, many countries also indicate that there is a lack of quality guidance. This is confirmed by the results of the OECD TALIS survey, which show that

around 42% of European teachers need professional development in counselling and career guidance for students. Moreover, only one third of countries indicate that guidance staff receive initial training in the skills needed to deal with groups at risk of early school leaving.

Thus, improving teaching skills in this respect is one of the most important keys to combating this serious problem (European Commission, 2014). This report highlights that training can include practical advice on how to investigate and find out the reasons why students are absent from school, how to identify those who have emotional or psychological problems and therefore show psychological problems and therefore show signs of risk which, if not addressed, can lead to disengagement, and how to increase students' motivation and attendance rates. However, the lack of teacher involvement in intervention programmes is one of the negative factors for such programmes to work (Broc, 2010). Increased teacher awareness and education in this respect can help to address this issue.

In conclusion, it is important to emphasise that although the phenomenon of dropout is neither caused nor solved by the actions of teachers alone, it is important to know what teachers can do or not do to reduce the risk of dropout among their students (Garrido-Miranda & Polanco, 2020) and in this regard, initial and ongoing teacher education is essential (European Commission, 2014, 2019).

"There is a clear agenda for the reform of ITE to place ESL – and social inclusion more widely – at the heart of the preparation of teachers and other school leaders for the classroom, including through increased recognition of the importance of practical placements of student teachers in areas of high poverty, as well as student teachers' relational and cultural competence skills (i.e., conflict resolution skills, integrating diverse, culturally meaningful material into lessons). More focus should also be placed

on the dimensions of teaching which can influence ESL in CPD, including raising awareness of the phenomenon and spotting warning signs early. To date, this issue – in line with the lack of focus on ESL in educational research at universities – has been relatively neglected in teacher education" (European Commission, 2019, p. 125).

3.3.5. The role of school in career guidance

Guidance integrated into the school system allows pupils to envision their future while acquiring skills and getting to know themselves. Finding out what you want to do is not always easy, which is why it is very important to be accompanied throughout the whole educational stage. According to the Xcelence program, we describe the ten points that schools should comply with in order to achieve comprehensive and quality vocational guidance.

1. *The Academic and Vocational Guidance system under a quality framework*. Vocational guidance is a strategic element of the school project. The guidance plan has the explicit support of the management team and is known by pupils, families, teaching staff and other stakeholders such as companies. The strategic guidance plan and the team responsible for it are publicised on the school website and through other communication actions. The school establishes quality criteria and a periodic evaluation that allows for the incorporation of improvements. All the agents involved (guidance counsellor, tutors and teachers) participate in this process.

2. *Strategic and operational coordination.* The school has a team responsible for academic-vocational guidance with representation from the teaching staff, guidance team and management team and is led by a Coordinator of Academic-Professional Strategies. Each member of the team has specific functions. These are known by the rest of the colleagues of the centre and the pupils, and by possible external collaborators (families, companies, administrations, etc.).

3. *Adaptation to the diverse student needs.* Schools must have a specific guidance protocol to cater for the diverse needs of pupils, including both highly able pupils and those with learning difficulties or at risk of dropping out. Appropriate standardised tests are used to help pupils identify their vocation (interests, values, competences, multiple intelligences, etc.). There is a professional (guidance counsellor, psychologist, tutor, etc.) who helps students individually to interpret the results and to fill in the personal portfolio with the information obtained.

4. *Personal guidance.* Students should have personal career guidance interviews with a guidance counsellor or tutor throughout secondary and post-compulsory education. These interviews can take place at any time, especially when students have to make important decisions about their academic and professional career. This guidance work must be included in the school's tutorial plan with at least 30% of tutorial time.

5. *Families as active agents.* It is necessary that families could take part in talks, workshops or webinars organised or recommended by the school according to professional environment, job skills and decision-making processes, among others. The school actively engages families by providing opportunities for them to share their career path with students and by helping the school to promote activities with companies.

6. *Linking subjects to vocational areas.* All subjects should include activities or tasks that connect the curricular content with the future work. Teachers are aware of the relevance of their role in awakening and detecting vocations and know how to carry them out. These activities contribute to dismantling false expectations, gender stereotypes and prejudices about training and career options through specific dynamics.

7. *Meetings with alumni and professionals.* The school organises inspirational meetings for students in all courses, taking into account all possible educational pathways (University, Vocational Training, etc.). On the website, social networks and other communication channels of the school, success stories of former students who have followed different educational pathways could be published.

8. *Experiences in labour contexts.* The school must facilitate access to labour experience for students. These experiences are very useful for students to identify and develop interests, and to incorporate learning, skills and competences from the professional world.

9. *Labours market information.* The school provides reliable and up-to-date information on professional profiles and labour market trends to students and families. This information is accessible on the website and other communication channels.

10. *Post-compulsory education pathways.* The school informs pupils about all the training possibilities and post-compulsory routes that exist, independently of the school's educational offer. The guidance team organises seminars, meetings, visits to fairs and training centres for pupils, preferably during school hours (Figure 5).
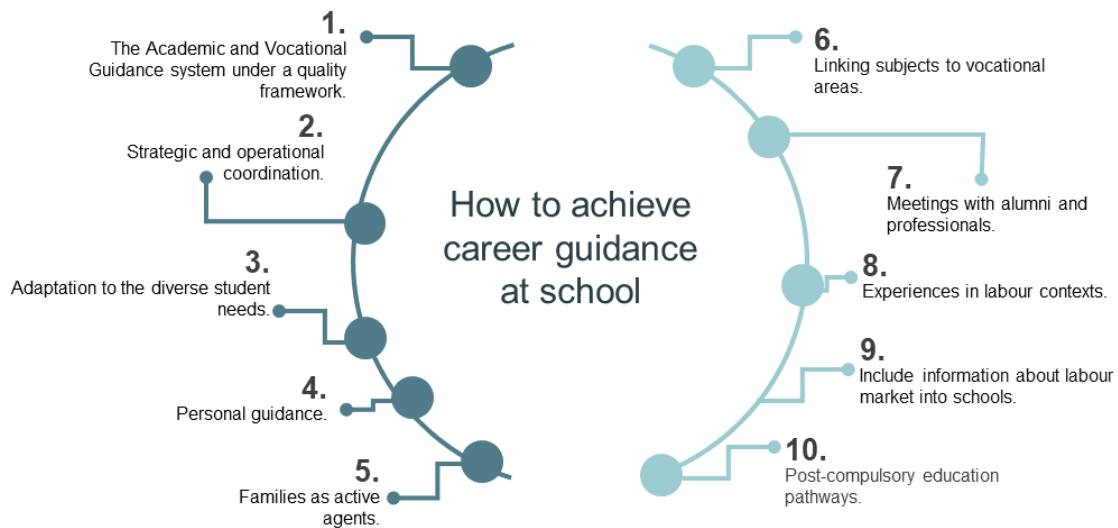
Figure 5. Important points in school to achieve career guidance

3.4 Career Management Skills

3.4.1. What are Career Management Skills?

Career Management Skills (CMS) are defined as 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 (Council of the European Union, 2008). CMS represent a main challenge for all people as the rapid changes in technology and in the organisation of work will require a continuous adaptation of one's roles, tasks and professional skills. This concept brings a shift of the traditional paradigms, moving from the idea of choosing a career to the process of lifelong career learning and lifelong career building.

The concept of CMS is, in fact, foundational within the European lifelong guidance strategy and the role of CMS was presented in the Council Resolution of 21 November 2008 where they were introduced as one of the four priority areas as well as the main objective of lifelong guidance programs (Council of the European Union, 2008). The first of these priority area is called "Encourage the lifelong acquisition of career management

skills". According to this document, CMS skills play a decisive role in empowering people to become involved in shaping their learning, training and integration pathways and their careers. These CMS are useful throughout life and are settled in competences such as 'learning to learn', social and civic competences — including intercultural competences — and a sense of initiative and entrepreneurship. These Career Management Skills develops the ability of:

- learning about the economic environment, businesses and occupations,

- being able to evaluate oneself, knowing oneself and being able to describe the competences one has acquired in formal, informal, and non-formal education settings,

- understanding education, training, and qualifications systems (Council of the European Union, 2008).

In order to advance in this priority area, Member States are encouraged to:

- including teaching and learning activities which foster the development of career management skills in general, vocational and higher education programmes,

- preparing teachers and trainers to conduct such activities and support them in this task,

- encouraging parents to become involved in guidance issues,

- involving civil society organisations and the social partners more closely in this area,

- facilitating access to information about training opportunities and their links to the professions, and about the skills needs anticipated in a given locality,

- developing career management skills in adult training programmes,

- making guidance one of the objectives of schools, VET providers and higher education establishments. Integration into working life and the operation of the local, national and European labour markets are aspects, in particular, that should be taken into account (Council of the European Union, 2008).

3.4.2. Important actors in CMS

3.4.2.1 Students

Personal skills involve working on the ability to learn to learn as a competence that stimulates students' autonomy in learning and positions them as active members of the educational process (Ray, Winzerling & Staten, 2017). Their work has a strong link with competence in communication, a fundamental skill that implies a high level of oral and written language, control of emotions and the ability to develop the message. These abilities are essential to work in groups. Reflective and dialogic ability are also personal skills that involve the development of critical thinking as a skill that reinforces autonomy in learning. Other skills that are not emphasised in the curricula but are important for the psychoeducational development of students are integrity, responsibility, courtesy and positive attitude (Denis et al., 2017; Robles, 2012).

The need for adolescents to know themselves and acquire life values for the future implies working on four areas of intervention (De la Fuente & Suárez, 2007; Grañeras & Parras, 2008): self-knowledge as an educational being and future citizen; knowledge of the educational system and the world of work towards which they can direct their interest and training; decision-making in learning situations that requires identifying the problem, studying options, selecting the best one, applying and analysing the results (Martínez Clares, 2008) and finally, managing the professional and life project.

The education of self-awareness involves self-concept, self-esteem and a necessary level of school competence as fundamental personal skills. The education of self-concept as an affective and motivational variable of personality is essential for the education of secondary school students' self-image (Fernández, Ramos & Rodríguez, 2019). The construction of self-concept based on the information acquired from the self and from the outside is essential in the regulation of the cognitive and emotional strategies involved in

motivation for learning and academic performance. The stimulation of self-esteem (Cid, Pascual & Martínez-de-Morentin, 2020) can be reinforced when there is a positive self-concept derived from a level of school self-competence for learning, motivated by an active and efficient participation in the learning process.

Secondary school students' motivation for education should be goal-driven, so that the achievement of medium and short-term objectives reinforces their behaviour. Self-management and self-regulation are relevant personal skills to guide their attitude to learning. The student's feeling of satisfaction when the teacher is empathetic and understanding reinforces educational commitment. Intrinsic motivation implies self-regulation and support for building positive relationships (Deci and Ryan, 2000). Educating students to develop a need for achievement and an internal locus of control are traits of the entrepreneurial and proactive person that prepare them to deal with problem solving and long-term planning (Ares, 2004, Sánchez and Suarez, 2016).

With regard to entrepreneurship and a proactive attitude, there is unanimous consensus in international, political and academic circles on the relevance of the development of personal initiative and entrepreneurship in the education system. There is concern in the European Parliament 2006 about the importance of connecting the school system with the world of work and production, to the point of integrating these skills as a key competence in educational curricula. The effort to foster these skills in the fields of research and education (Van Gelderen, Brand, Van Praag, Bodewes, Poutsma & Van Gils, 2008) can be seen in the inclusion of subjects on entrepreneurship in some academic degrees. From personal initiative and entrepreneurship, the student demonstrates self-confidence and an interest in coming up with original ideas and contributions that seek recognition from the community in which he or she lives. Their development involves creativity and innovation which entails risk-taking. The development of these skills involves transforming initial ideas into action through the development of products or projects. A sense of initiative and entrepreneurship

are the basis for the development of skills and the achievement of knowledge leading to the creation of some kind of activity or educational project with social transfer. In coherence, initiative constitutes an attitude that demonstrates personal motivation for learning and training and the flexibility to achieve an accommodation of the educational attitude in decision making.

Finally, it should not be forgotten that in the educational context, the personal and professional capacity to plan educational projects or experiences involves the work of organisational, communicative, intervention and problem-solving skills, the ultimate aim of which is the achievement of set objectives. Its development implies autonomy and critical thinking applied to the generation of products, as a way of providing value and significance to learning and stimulating student motivation for education as a measure to prevent and treat school dropout.

3.4.2.2. Teachers

One of the great challenges for teachers in preventing secondary education dropout is to improve guidance and preparation in competences and educational strategies that lead to the implementation of lifelong learning as an attitude of personal learning, lifelong education in our society and work competences. Thus, teachers must act as a guide in the development of competences along three multidimensional levels: individual, school context and social context. Otherwise, the education of an attitude of continuous learning or lifelong learning implies the development of transversal competences (Jarvis, 2003) that stimulate students' schooling and provide the importance of learning on personal and working development. Taking into account cognitive and social theories (Bandura, 1999; Lent & Brown, 1994) and career counselling paradigm (Savickas, 2013) could be a useful start point in Career Management Skills (CMS) (Sánchez & Suárez, 2016). The Career management Skills favour work and professional success from a global and holistic perspective that implies different teaching roles where students are the most important

factor of the educational process (Johnstone, 2018; Sánchez and Suarez, 2016). Consequently, the CMSs involve a group of skills and competences, both personal and social, that increase the probability of students' incorporation into the labour market (Evans, 2018 and Johnstone, 2018). However, these competences are not acquired instantaneously, but involve the work of teachers as a guide and school counsellor (Evans, 2018 and Johnstone, 2018).

3.4.2.3. Schools

The skills determined by the education system according to the guidelines of the curricular legislative framework are the reference for the orientation of educational processes and education in a system of competences. Social and civic competence enables students to listen, dialogue and act responsibly and autonomously. The relationship between what is studied and the students' reality, teamwork, assembly, debate and play are strategies that encourage active participation and the development of skills to learn to live in society (Puig and Morales, 2015) and guide education as a learner, community member and citizen.

Secondary school students are guided by goals, so that the achievement of medium- and short-term objectives reinforces their behaviour. However, the acquisition of a goal, such as passing the level of secondary education, should not be categorised as success, or its non-achievement as failure. In this process, several factors are involved, such as the perception of their competence, self-control skills or the attributional style they present. It is necessary to consider how teachers can transmit a healthy attributional style. As an example, let us assume that a student has received a fail grade. In this case our student may make comments such as "I am stupid" or "the teacher has a grudge against me". What can we do as teachers? Guide the student through reflection to understand the causes of his or her failure through semi-structured interviews and verbal protocols (Engel et al., 2017). In the light of the previous section, it should not be forgotten that secondary school

students are in a complex and delicate developmental stage, in which they require guidance and support from their teachers.

In this way, the student's control over their teaching-learning process is favoured, trying to educate their intrinsic motivation and pleasure in learning and moving away from the extrinsic motivation provided by grades. On the other hand, the feeling of satisfaction felt by the student when the teacher is empathetic and understanding reinforces the educational commitment. In other words, intrinsic motivation depends not only on self-regulation but also on having support and being able to generate positive relationships (Deci and Ryan, 2000). However, in this process of support, the need for evaluation and feedback from the teacher must be addressed. However, while the former is not controllable by students, favours competitiveness and reduces motivation, the latter is based on a dialogue between teacher and student about what is positive and negative (Brown et al., 2016). In this sense, as teachers we should not offer a number that quantifies the value of a paper or test, but a detailed explanation of what aspects need to be improved, how it can be done, resolve doubts and assess the elements performed correctly. If a student with difficulties is shown how to improve, and is offered an alternative, where his or her effort and positive elements are recognised, the probability that he or she will repeat the task and learn increases.

The active participation of students in educational processes promotes their involvement in their own learning. The management role acquired by students in the promotion of educational projects involves working on management skills, among which the following stand out: the communicative and motivational capacity to transmit ideas with clarity and conviction; interpersonal skills that facilitate interaction and teamwork; the organisation and distribution of work; the capacity to plan and follow a strategic plan appropriate to the needs of the context; the capacity to detect, analyse and resolve any conflicts that may arise; the relationship with the teacher and the incorporation of their contributions to the educational processes; mentoring and the implications that educational monitoring requires and the

development of critical analytical thinking that leads them to consider how to develop these skills.

This paradigm shift places the student as the protagonist and the teacher as the guide who encourages, advises and orientates the educational process with the use of active methodologies such as cooperative work. Cooperative work is one of the best known innovative methodologies in the classroom and responds to the heterogeneity of the classroom (Anijovich, Albergier and Sigal, 2004). This methodology implies a double responsibility for students, as they must not only learn by themselves, but also help their peers to acquire these competences (Johnson and Johnson, 1994; Johnson, Johnson and Holubec, 1994). In this way, not only is content acquired from different learning styles and applying as many techniques as students, but also the value of group cooperation is acquired (Pujolás, 2008) through the distribution of roles and individual commitment to the achievement of a common purpose. The interrelation of these work teams favours group commitment (Klein et al., 2005). However, during these processes, a network of support is woven through bonds or ties (Grannoveter, 1973). Consistently, the cooperative group in the classroom begins to acquire a series of pro-social, helping and trusting nuances that result in the adolescent's conception of social identity (Tajfel, 1974). Consequently, the adolescent no longer conceives himself as a singular being but as part of a group in such a way that he generates his identity from a socio-cultural perspective. In this way, they develop their social "I" in which they adapt their autobiographical "I" (their personal history) to that of their peers the more activities they carry out together, that is, they adapt their singular reality to form part of a group reality (Cain, 1991; Lave and Wenger, 1991).

On the other hand, the implementation of actions in the real world should not be overlooked. According to the results of Lave and Wenger's research (1991), carrying out actions in real contexts generates a shared feeling among students. In this way, students are involved in a central way, playing an active participating role (Martínez Lozano, et al.,

2016; Wenger, 1988). In this sense, there are methodologies such as service learning (Puig et al., 2007) which, through active participation, enable students to enter the world of work. In this way, a blended learning mode is chosen in which social community work is carried out. Consequently, there is a social and ethical commitment of the students towards the community in which the personal ethical dimension, the social commitment, and the competence-based learning process are unified (Puig et al., 2007).

Likewise, education towards leadership and an attitude of responsibility entails a collective educational process that involves schools and the community (Kilpatrick et al., 2001) in the development of educational indicators and values with the implementation of collective learning activities, such as teamwork and the construction of networks that integrate social educational capital in the education of these values in students.

All these factors imply a renewal in the models of evaluation, understanding and orientation of education. In this sense, formative assessment as a modality of continuous assessment of learning aims to educate a capacity of identification and motivation for education with the work of career management skills (CMS) for the promotion of autonomy and an attitude of emancipation of students.

3.4.2.4. Society

Society and the demands of educational guidance for professionalisation require the development of students in different areas of learning (Hooley et al. 2013) to achieve their preparation and qualification, which includes working on different skills such as: maintaining a positive self-concept as a personal attitude of preparation for life situations. On the other hand, it is necessary to positively develop interpersonal skills of respect for diversity that improve coexistence and understanding of a diverse society. In this line, learning to work in a team involves the incorporation of personal and interpersonal skills in the collaborative production and construction of knowledge.

In this sense, social skills, teamwork or the feeling of community are not innate elements in human beings that develop "per se". They are the result of a complex process of socialisation acquired throughout life and marked by evolutionary milestones. Consistently, teachers should not opt for a laissez faire style, as their students need to learn to work in a team and cooperatively, to develop their group identity, to favour the learning of social and communication skills and their metacognitive abilities. However, this process involves a prerequisite, a good classroom climate and trust in the pupil-teacher pairing.

Initially, a good climate seeks to condition student learning through goals that favour the achievement of their academic goals (Alonso-Tapia and Fernández, 2008). In this way, the classroom climate is generated by the teacher, so that the attitude and perception of the teacher is essential. Likewise, it is necessary to avoid the teaching role associated with student control that may infer a lack of initiative by those who do trust despite the likelihood of deception (Biggs, 2006). In this way, a web of trust is woven where cooperation is possible. The diversity of abilities in the classroom is very wide, so teaching styles must be adapted to the specific needs of all learners in order to comply with the principle of inclusion. In addition, the transformation of the teaching role from a mere transmitter of knowledge to a guide who supports and orients the students of a digital generation in their educational process must be taken into account.

Another skill would be to incorporate change and growth as a value of evolution and adaptation, as well as acquiring a balance between personal and professional roles and skills that invite to be more universal and less specific. In addition, the incorporation of lifelong learning should be understood as a useful preparation activity for personal, career and professional life. In this sense, an educational approach that leads learners to understand their preparation as part of a career and professional life orientation process is essential. Social mapping as an educational tool implies active and creative participation in the analysis of needs and problems in social contexts for the creation of solutions. The

integration of personal interests and social relations are fundamental to decision-making. Decisions involve the incorporation of actions and commitments with participation in projects and work that are part of the real world. Although it is known that the interpretation of changing jobs is linked to social needs and economic conditions to guide career plans, the incorporation of a principle of social understanding as a goal is required (Hooley, Sultana & Neary, 2012).

4.   CAREERS AROUND ME

According to the Resolution, CMS are a crucial priority in European Policy to empower the new generation for smart transitions, for social mobility and for career development in the complex and global society. The concept of CMS is also pivotal for the re-design and improvement of European Lifelong Guidance policies.

Despite the importance of CMS, a shared and tested framework at a European level is still missing and no guidance is provided when planning lifelong guidance programmes. A CMS methodological and pedagogical framework is needed for an effective design of all interventions, at any level and for different target groups of beneficiaries (as highlighted in the European Resolutions of 2004 and 2008 and ELGPN report in 2015).

A shared CMS framework is also strategic for the evaluation and benchmarking of services as it will allow the collection of comparable evidence based also on learning outcomes and career improvement indicators.

In light of these premises, the project CAREERS AROUND ME aims at supporting career services and at enabling them to respond to this transformation via sharing a common CMS methodological framework and embracing technology and web learning resources to enhance the effectiveness of interventions and the accessibility of services.

The CMS framework described below represents the result of the initial desk research which is now meant to be enriched and discussed via the focus groups and the survey.

At the end of the full process of participatory involvement, the framework will aim to become a reference tool for practitioners, educators and teachers to guide interventions and for policy makers in planning services and programmes to fund or promote.

4.1. The framework

The framework proposed below presents a set of career management skills grouped into 6 learning areas (Figure 5). The comprehensive list of skills refers to the skills citizens need to master to be successful and self-reliant in planning and managing their careers in a rapidly changing, knowledge-driven world of the 21st century.

The CMS framework presents an approach to career development which is underpinned by a learning paradigm (Jarvis & Keeley, 2003). Its advocates reject the idea that career is just about making vocational choices and argue that, in flexible and dynamic labour markets, individuals need the ability to actively manage their careers. Along with other existing CMS frameworks, this proposal thus represents an attempt to describe a set of learning outcomes which can be focused upon at different times during a life journey and to detail a developmental process through which these outcomes can be acquired (Jarvis & Keeley, 2003).

The framework defines these learning outcomes without any specification to different populations and/or age groups. Skills are meant to be transversal for different targets (no target-specific).

The CMS framework comprises three core elements:

- The career learning areas which describe the skills, attributes, attitudes and knowledge that the framework seeks to develop in individuals.
- The levels of proficiencies which describe the stages of development that an individual goes through in and for each skill. The levels are directly related to the

learning model adopted which refers to the understanding of learning and skills acquisition that underpins the framework.

- The levels of activation required to the individual. Levels of this grouping move from less to more action of the individual and is also related to the different level of support to be provided to the individual by practitioners/educators in learning the different career learning areas, the type of services to be provided, the competences of who delivers the services to be provided.
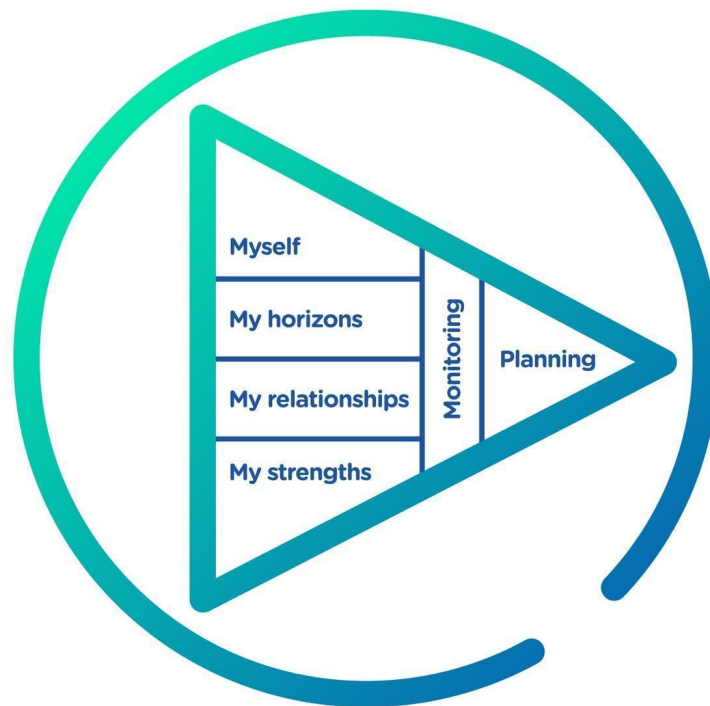
Figure 6. Learning areas

4.2. The 3 levels of activation

Career learning areas are divided into three levels which describe the level of activation required by the individual. The three groups move from less to more action of the individual. The rationale of this innovative grouping is related to the aim of helping career guidance and career education providers in setting up a learning pathway for individuals. The proposed grouping works in a hierarchical manner where, in the first level, foundational learning areas are found. In the second and third levels, learning areas require a more active engagement of the individual in the management of their career.

The first foundational level is defined as "Expanding career knowledge" and includes key knowledge and skills which are fundamental for expanding knowledge and awareness in relation to self, the individual's strengths, relationships, and the world with special focus on the labour market.

The 4 main career management skills areas within this first level are:

1. Discovering myself;

2. Developing my strengths;

3. Exploring new horizons;

4. Building relationships.

This level includes a variety of career learning and career information activities (such as career information events, workshops on self-awareness, work-related learning, role model's interviews, etc.) which can be planned and run by different actors of the guidance community: teachers, educators (e.g., in regard to self-regulation skills); NGOs (e.g., in regard to skills related to ethical and sustainable thinking); etc. The learning objectives proposed in this level could partially be foreseen also in learning programmes which are not directly specific to career education, but the skills developed will need to be valued by the

individual in a career development perspective. Moreover, some of the skills listed in this level might be the result of an informal learning of the individual.

To combat fragmentation, the career guidance national system should encourage practitioners to coordinate a "mapping exercise" to avoid unintended overlap and repetition as well as major gaps in knowledge, skills, dispositions that a coherent career programme should promote.

Even if the CMS model proposed here does not foresee a developmental progression of learning stages, this level includes skills and knowledge which represent the foundational aspects of a potential plan or programme of career learning activities within the education system (as in the case, for example, of Scotland, Ireland, Denmark, etc.). These skills areas develop throughout the lifespan and not only in a specific developmental stage.

It is also important to highlight those activities aimed at reaching the above-mentioned learning objectives should be tailored to the characteristics of the learner.

The second level is defined as "Monitoring and Reflecting" and includes the development of skills to support active engagement and monitoring of the individual's career development. This level refers to continuous activation of the individual throughout the learning and career journey with a special focus on the importance of continuous monitoring and self-assessment of personal resources and achievements.

This level becomes particularly relevant in a liquid society (Bauman, 2000) where each aspect of life can be artificially reshaped and does not have strict and unmodifiable boundaries. In a liquid society, also the world of work rapidly evolves towards directions which are often hard to predict.

For this reason, linear career pathways are less and less frequent and individuals need to acquire knowledge and skills to help them continuously evaluate the journey and to actively co-build learning and career pathways they are living. This represents a

fundamental step to clarify their own achievements and to use them to identify opportunities and risks for continuous redefinition of life and professional goals.

In this regard, a solid and structured practice in many European countries refers to services for recognition of formal, non-formal and informal learning (mainly targeted to adults) which enable individuals to increase the visibility and value of their knowledge, skills and competences acquired inside and outside formal education and training: at work, at home or in voluntary activities.

The development of these skills is based on knowledge and awareness developed thanks to competences of level 1 of this model.

The competences foreseen in this second level are fundamental not only in adult age but during the entire lifespan as they can activate the individual to respond actively and dynamically to learning and work experiences. To accompany individuals in this process, skills professionals are required.

The third level is defined as "Planning my Career" and provides the skills needed to address the main steps and changes of the individual's career. This level specifically refers to the ability to plan, design and make decisions on the individual's career pathway considering the complexity and the uncertainty of contemporary society. This level becomes particularly salient during transition windows and requires a certain profile and skills set of the practitioner involved.

Knowledge and skills needed to manage the decision-making process refer to specific skills and knowledge which differ from the content and the elements of the decision-making process. Those elements refer to skills and knowledge located in level and 1 and 2 of the models. Considering this, for an optimal decision-making, the individual needs both skills on the actual management of the decision-making process and the ability to use within that process all the elements developed in the other areas of competences foreseen in this model.

The activities foreseen in this level encompass career guidance and career counselling sessions aimed at improving complex skills on career planning, decision making, life design.

4.3. The career learning areas

The framework groups career management skills into 6 thematic career learning areas. The grouping is the result of a comparative analysis of existing frameworks from all over the world and takes into account several aspects related to recent changes in the socio-economic and cultural environment specifically related to the main drivers of change in the European and international scenarios. The need for digital skills, the importance of sustainability at environmental, social and economic levels and the central aspect of democratic participation indeed played a role in shaping the framework and, in particular, the definition of the learning outcomes.

According to this, while the wording and the skills set of several learning areas strongly remind of those of existing CMS frameworks, other areas show specificities and innovative elements which aim to respond to recent major drivers of change and societal challenges.

As mentioned by Hooley and colleagues, in existing frameworks and blueprints, the choice of the areas often does not come from an empirical analysis of the process of career management and from empirical testing but in many cases combines a tradition of practices with the ideology of career development in the countries within which the different frameworks were created.

In this case, the Consortium attempted to provide scientific support to each career learning areas described, and the choice and formulation of the learning areas were compiled after a careful comparative analysis of existing CMS framework and other related competencies framework.

Here the 6 areas of career management skills graphically presented according to the levels of activation described in the previous section of the document (Figure 6):
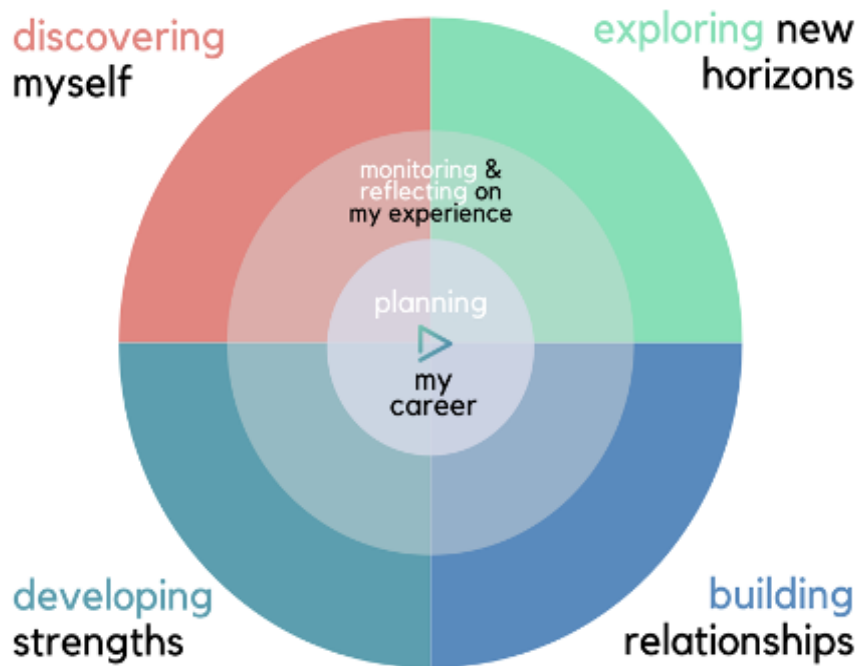
Figure 6. Areas of career management skills

4.4. The levels of proficiency

In the description of the learning outcomes, the CMS framework does not only set out what is to be learnt but it also conceptualises how learning is expected to happen. Each of the outcomes has been written according to the learning process and the learning model adopted by the Consortium. Learning outcomes are described following a taxonomy which conveys the developmental nature of the learning process for each competence. For each CMS, the learning outcomes at different levels of proficiency are described. The stages are not mapped to educational or developmental tasks, and it is recognised that learners will move through these learning stages many times. The learning model comes from adaptation of Bloom's taxonomy (1956) and the main reference which guided the Consortium in this work was the Canadian Blueprint (Jarvis & Richardt, 2000).

Compared to other frameworks (e.g. the US Blueprint), the referred Canadian framework divides the learning stages into four with the idea that the learner ultimately needs not only to understand but also to act. This taxonomy goes along with the grouping based on the level of action required to the individual previously presented.

The four stages of learning adopted in the definition of the learning outcomes are:

1. Acquire (knowledge acquisition)
2. Apply (demonstration of knowledge)
3. Personalise (integration of learning and knowledge)
4. Act (knowledge transformation and creation)

The fourth stage (Act) is included only in the top two career learning areas (aligned with the two top levels of action).

It is important to note that individuals may not progress through all four stages of the continuum nor do so in a linear fashion i.e. individuals will start at different points, progress at different stages and may need to revisit earlier stages throughout their life. Progression will depend on individual characteristics and circumstances such as motivation, environmental factors, prior knowledge and attitudes.

5. Identifying students at risk of ESL

5.1 Review of available tools

This section reports a set of available tools collected in different European countries.

European level

VET toolkit for tackling early leaving

https://www.cedefop.europa.eu/en/toolkits/vet-toolkit-tackling-early-leaving

A Europe-wide toolkit inspired by successful Vocational education and training (VET) practices in helping young people to attain at least upper secondary qualifications. The toolkit content builds on the findings from a Cedefop study.

It provides practical guidance, tips, good practices and tools drawn from VET to feed into activities and policies aiming at:

- helping young people at risk of becoming early leavers to remain in education and training and qualify;
- helping early leavers to reintegrate into education or training and the labour market. The website is only available in English.

EU Thematic Working Group on Early School Leaving

http://ec.europa.eu/education/policy/school/early-school-leavers_en

Thematic Working Groups are part of the Open Method of Coordination to implement the EU Education and Training 2020 strategic framework. Between 2011 and 2013, one of these Thematic Working Groups was focused on ESL, looking at good practice examples in Europe and exchanging experiences in reducing early school leaving. After 2013, the cooperation between EU countries regarding ESL continued through the Working Group on School Policy and several relevant materials for schools were produced. Among those, two documents are particularly noteworthy:

- Policy messages identifying key conditions for implementing a whole school approach to tackling ESL.
- A policy guide on how to improve Initial Teacher Education.

The materials are available in English (some are also available in other EU languages).

European Toolkit for Schools (European Commission)

www.schooleducationgateway.eu/en/pub/resources/toolkitsforschools.htm

The European Toolkit for Schools offers concrete ideas for improving collaboration within, between and beyond schools with a view to enabling all children and young people to succeed in school.

School leaders, teachers, parents and other people involved in different aspects of school life can find helpful information, examples of measures and resource material to inspire their efforts in providing effective and high-quality early childhood and school education.

The resources available in this Toolkit contain short explanations as to why particular dimensions are important for learners' success and prevention of early school leaving, with evidence from research, examples of interventions at the school level and links to further reading as well as a number of resources, ranging from research studies, project reports, to concrete examples of good practices describing how a measure was successfully implemented. The website is available in English and most European languages but resources and concrete examples are only available in English.

Italy

Invalsi open - a dedicated area to map good practices to fight ESL

https://www.invalsiopen.it/buone-pratiche-contrastare-abbandono-scolastico/

In Italy this web portal offers a comprehensive overview of methodologies, experiences and tools to help schools prevent and contrast the phenomenon of ESL.

Fuoriclasse

https://www.savethechildren.it/cosa-facciamo/progetti/fuoriclasse

Another significant experience and good practice refers to the Fuoriclasse project which is a project promoted by the NGO Save the Children. The project has involved more than 43000 students and, on the website, reports a set of interventions and methodologies used to fight school dropout.

The PROA Plan (Reinforcement, Guidance and Support Plan) encompasses a range of actions aimed at primary and secondary schools. The common objective of all of them is to improve educational results, in some cases with direct and individualised support measures for students and in others with the provision of resources to facilitate a global change in the centre. Thus, the aim is to provide quality education for all, fostering the enrichment of the educational environment and involving the local community in all of this. The PROA Plan is structured into two types of programmes: the School Accompaniment Programme, aimed at improving the school prospects of pupils with difficulties in the last cycle of primary education and the first years of secondary education, and the Support and Reinforcement Programme in secondary education, aimed at schools to provide them with additional resources to enable them to improve their educational activities.

School 21 project

It is committed to distilling the keys to the success and transformation of the most and transformation of the most innovative schools around the world. This project wants to redesign the school of the 21st century. School 21 project aims to tell the experience to everyone, in a language that is close and didactic, so that we can all be responsible for the educational success we want to achieve in our schools as pupils, parents, teachers, headmasters, lawyers, doctors, hairdressers principals, lawyers, doctors, hairdressers, plumbers?

Belgium

Onderwijskiezer

https://www.onderwijskiezer.be/v2/index.php

This digital platform offers guidance support to students and adults. A specific section is dedicated to ESL. https://www.onderwijskiezer.be/v2/secundair/sec_schoolverlater.php

CLB Chat

https://www.clbchat.be/hoe-werkt-het

This website offers the possibility for students to receive personalised support with a live chat with expert facilitators. The chat is freely available according to scheduled opening times. Students can chat with the facilitator for 45 min maximum.

Portugal

Movimento maker

This is a culture that is based on testing, experimenting and innovating. It's learning by making things with your own hands. It helps in schools because it dynamizes the learning process. It gives the students some freedom and autonomy by experimenting with the things they are learning themselves. It was not created in Portugal but it's a way we can motivate students to not drop out of school if well used.

EPIS

EPIS wants to be a national reference in the development, incubation and internalisation of new methodologies for promoting school success, the quality of education and training systems, and the employability and professional insertion of young people in Portugal.

https://www.epis.pt/homepage

Escolhas

The Escolhas Program is a national government program, created in 2001, currently supervised by the Secretary of State for Equality and Migrations and integrated in the High Commission for Migrations (ACM, I.P.), whose mission is to promote social integration,

equality of opportunities in education and employment, combating social discrimination, civic participation and strengthening social cohesion and is aimed at all children and young people, particularly those from contexts with socioeconomic vulnerability.

http://www.programaescolhas.pt/

Romania

For the Romanian contexts, a set of dedicated tools were identified according to the CMS areas.

AREA 1 Discovering myself		
Competence	Level of proficiency	RESOURCES
Self-awareness	Level 1 – Acquire	CognitRom, Stay@School, CRED, YTM, Orientat
	Level 2 – Apply	CognitRom, Stay@School, CRED, YTM, Orientat
	Level 3 - Personalise	CognitRom, Stay@School, CRED, YTM, Orientat
Self-regulation (Awareness and management of emotions, thoughts and behavior)	Level 1 – Acquire	CognitRom, Stay@School, CRED, Orientat
	Level 2 – Apply	CognitRom, Stay@School, CRED, Orientat
	Level 3 - Personalise	CognitRom, Stay@School, CRED, Orientat
Growth mindset (Belief in one's and others' potential to continuously learn and progress)	Level 1 – Acquire	CognitRom, MyKoolio 2.0, CRED, PNRAS
	Level 2 – Apply	CognitRom, MyKoolio 2.0, CRED, PNRAS
	Level 3 - Personalise	CognitRom, MyKoolio 2.0, CRED, PNRAS
AREA 2 - Exploring new horizons		
Competence	Level of proficiency	RESOURCES
Understanding complexity	Level 1 – Acquire	Stay@School
	Level 2 – Apply	Stay@School, MyKoolio 2.0
	Level 3 - Personalise	MyKoolio 2.0

Understanding careers and the labour market	Level 1 – Acquire	CognitRom, YTM
	Level 2 – Apply	CognitRom, YTM
	Level 3 - Personalise	CognitRom, YTM
Ethical and sustainable thinking (EntreComp) Assess the consequences and impact of ideas, opportunities and actions	Level 1 – Acquire	CognitRom
	Level 2 – Apply	CognitRom
	Level 3 - Personalise	CognitRom

AREA 3 - Building relationships		
Competence	**Level of proficiency**	**RESOURCES**
Empathy The understanding of another person's emotions, experiences and values, and the provision of appropriate responses	Level 1 – Acquire	CognitRom
	Level 2 – Apply	CognitRom
	Level 3 - Personalise	CognitRom
Communication Use of relevant communication strategies, domain-specific codes and tools, depending on the context and content	Level 1 – Acquire	CognitRom, Stay@School
	Level 2 – Apply	CognitRom, Stay@School
	Level 3 - Personalise	CognitRom, Stay@School, MyKoolio 2.0
Collaboration Engagement in group activity and teamwork, acknowledging and respecting others	Level 1 – Acquire	CognitRom, Stay@School
	Level 2 – Apply	CognitRom, Stay@School
	Level 3 - Personalise	CognitRom, Stay@School

AREA 4 - Developing my strengths		
Competence	**Level of proficiency**	**RESOURCES**
Digital mindset	Level 1 – Acquire	MyKoolio 2.0, DidactForm

	Level 2 – Apply	MyKoolio 2.0, DidactForm
	Level 3 - Personalise	MyKoolio 2.0, DidactForm
Critical thinking Assessment of information and arguments to support reasoned conclusions and develop innovative solutions	Level 1 – Acquire	CognitRom
	Level 2 – Apply	CognitRom
	Level 3 - Personalise	CognitRom
Flexibility Ability to manage uncertainty, and to face challenges	Level 1 – Acquire	TeleȘcoala
	Level 2 – Apply	TeleȘcoala
	Level 3 - Personalise	TeleȘcoala
Risk-taking	Level 1 – Acquire	CognitRom
	Level 2 – Apply	CognitRom
	Level 3 - Personalise	CognitRom
Persistence	Level 1 – Acquire	DidactForm, ProForm
	Level 2 – Apply	DidactForm, ProForm
	Level 3 - Personalise	DidactForm, ProForm
Resilience	Level 1 – Acquire	DidactForm, ProForm
	Level 2 – Apply	DidactForm, ProForm
	Level 3 - Personalise	DidactForm, ProForm
Problem solving	Level 1 – Acquire	TeleȘcoala
	Level 2 – Apply	TeleȘcoala
	Level 3 - Personalise	TeleȘcoala
AREA 5 - Monitoring and reflecting on my experience		
Competence	Level of proficiency	RESOURCES
Monitoring lifelong learning achievements The monitoring and reviewing of one's own learning	Level 1 – Acquire	MyKoolio 2.0, ProForm, SchoolEducationgateway, YTM
	Level 2 – Apply	MyKoolio 2.0, ProForm, SchoolEducationgateway, YTM
	Level 3 - Personalise	MyKoolio 2.0, ProForm, SchoolEducationgateway, YTM

Self-awareness of my own achievements	Level 1 – Acquire	Stay@School, CRED, YTM
	Level 2 – Apply	Stay@School, CRED, YTM
	Level 3 - Personalise	Stay@School, CRED, YTM
Developing ideas and opportunities to create value, including better solutions to existing and new challenges	Level 1 – Acquire	MyKoolio 2.0, DidactForm, ProForm
	Level 2 – Apply	MyKoolio 2.0, DidactForm, ProForm
	Level 3 - Personalise	MyKoolio 2.0, DidactForm, ProForm
Balancing life, learning and work roles	Level 1 – Acquire	CognitRom
	Level 2 – Apply	CognitRom
	Level 3 - Personalise	CognitRom
AREA 6 - Planning my career		
Competence	**Level of proficiency**	**RESOURCES**
Decision making process (rational and non-rational decision making)	Level 1 – Acquire	YTM, CRED
	Level 2 – Apply	YTM, CRED
	Level 3 - Personalise	YTM, CRED
Manage plans	Level 1 – Acquire	YTM, CognitRom
	Level 2 – Apply	YTM, CognitRom
	Level 3 - Personalise	YTM, CognitRom

5.2 The E-TEAMS checklist

As part of the E-TEAMS project, the Consortium developed a Checklist, a digital portfolio to support career development reflections and promote students' engagement in their educational journey.

The portfolio is available in the E-TEAMS platform https://e-teams.eu/login.php and, once logged in, students can build and personalise their own personal portfolio (which is called passport in the platform) in order to:

- increase their own knowledge about themselves and their interests;

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- start designing a personal plan for their own careers.

The Checklist is a process/learning type of portfolio, which means that the output should not be evaluated by the teachers. This kind of approach is fully connected to a constructivist epistemology that puts students at the centre of building knowledge and meaning, turning them into intellectual mentors and guides, a process that lets the teachers and tutors become facilitators of this retrospective and prospective ways of reflecting.

The questions of the E-TEAMS checklist are divided into 18 categories.

Some of these questions are open questions and students have to answer them freely by filling in a box. Other questions, on the other hand, are closed and students are asked to choose an answer from the possible alternatives.

1. The first category, "things that represent me", contains questions aimed at finding out their preferences.

2. The second category concerns 'my motto'. In this section students are asked for the phrase that best represents them.

3. In the third category 'my characteristics', students are asked to describe what they know about themselves.

4. The fourth category 'my skills besides studying' goes into what their skills are and what they are about. If they do not know how to answer this question, they can always answer 'you still have to find out'.

5. In the fifth category "evidence" students are presented with a challenge: they will have to answer the question by trying to describe a real situation in which they use one of the skills they indicated in point four.

6. In the sixth category they will find out what their learning type is.

7. In the seventh category 'my potential', students are asked to indicate three things they would like to learn in the future.

8. In the eighth category, 'my values', they are given a list of values from which to choose those they think belong to them.

9. In the ninth category 'my community', they are asked to think about the people around them for whom they feel esteem.

10. In the tenth category 'my decisions', the question they are asked to investigate how they feel at their current school.

11. In the eleventh category 'my current achievements', the achieved level of their results will be investigated.

12. In the twelfth category 'my future results', their future expectations will be investigated.

13. In the tenth category 'my decisions', the question students are asked is about the goals they set for their future.

14. In the fourteenth category 'my ideal job', all aspects that they think their job should have, their expectations and alternative paths will be investigated.

15. in the fifteenth category 'sectors of interest', they will be provided with a list of existing job sectors and an explanation of them. They should then indicate three preferences and reflect on their choices.

16. in the sixteenth category 'my horizons', they are asked about their prospects for the future.

17. In the penultimate category, "the world of the future", they will have to describe in three words the working world of 2030, according to their point of view.

18. the last category, "my future", they will have to think of and write a sentence that respects their idea about their future.

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