

PREVENTION AND EARLY INTERVENTION AMONG YOUTH

Services and Supports for the Transition from School to Higher Education and Work

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European Agency for Development in Special Needs Education

European Agency

- The Agency is an independent and self-governing organisation established by our member countries (27) to act as their platform for collaboration regarding the development of provision for learners with special educational needs.
- We are maintained by the Ministries of Education as well as supported by the European Union Institutions via the Jean Monnet Programme under the EU Lifelong Learning Programme.



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Prevention and Early Intervention Among Youth

Services and Supports for the Transition from School to Higher Education and Work

- Main findings of two Agency projects:
 - Transition from School to Employment
 - Individual Transition Plan
- Focus upon “How best to prepare students to enter the labour market”

Transition from School to Employment

The project analysis highlighted three areas:

- **Main problems** faced by young people with special needs/mental health problems, their families and professionals regarding the transition from school to employment
- **Some key aspects** that need to be considered in the field of transition
- **Main factors** that seem to either facilitate or prevent the implementation of a successful transition process at the practical level (facilitating and barrier factors).

Main problems

- High percentage of drop outs/high rate of unemployment,
- Low level access to quality E.T/employment,
- Relation of VET to job practice/limited qualifications,
- Lack of contact/understanding between education/employment sectors
- Underestimation of abilities/ expectations/ attitudes of employers



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Key aspects

- Transition is a process that must be supported by the existence and implementation of legislation and policy measures;
- Transitions needs to ensure the young person's participation and to respect his/her personal choice;
- The development of an individual educational plan focussed on the young person's progress and on any change to be made in the school situation should be part of the transition process;



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Key aspects

- Transition must be based upon the direct involvement and cooperation of all parties concerned;
- Transition requires close cooperation between the school and the labour market;
- Transition to employment is part of a long and complex process.

Main factors

Facilitating factors:

- Flexible policies and measures
- National regulations and local projects
- Young people's aspirations and wishes
- Students and parents' involvement
- Clear educational strategies for student participation
- Profile of competences
- Open options and clear information (housing, leisure, financial benefits, support, further education, etc)
- Individual transition plans

Re-enforcing Career Guidance Services

Main factors

Facilitating factors:

- Further training
- Flexible training measures
- Employers' information
- Involvement of employers and employment organisations
- Building support networks
- Improving cross sector communication
- Support measures (employees, employers)
- Follow up

Main barriers

- Lack of co-ordination
- Passive policies
- Over-protection
- Content of IEP
- Limited qualifications/certificates
- Lack of clear rules and communication
- Schooling pre-determines post-school possibilities

Main barriers

- Lack of communication between schools and the labour market
- Rigid structures and/or procedures of the educational system
- Structural and legal barriers
- Relation of VET to job practice,
- Drop outs,

Individual Transition Plans. Supporting the Move from School to Employment

- It is a continuation of the previous analysis focussed upon a very precise area: the development of an ITP.
- A practical guidance addressed to professionals was elaborated as a result.

Individual Transition Plans

- An tool in which the past, the present and the desired future is documented.
- It covers info about: family situation, medical history, leisure time, culture, education, training, etc

Individual Transition Plan

- It aims to ensure an improved entry into employment.
- It is a dynamic process, involving:
 - The characteristics (skills, abilities, competences, expectations)
 - The demands and requirements of employers
 - Permanent revision of an action plan