

Good Practice: RO GP1

Amalia Sabiescu
Jo Tacchi



“VET programme”

Main features of the GP programme:

Type of programme	Type of organisation	Field of practice for organisation	Programme scope	Programme duration	Programme occurrence /frequency	Type of funding for GP
VET	Charity	Social care; VET	Local and regional	10 months or 2 years course	Yearly	International/development funds

Adult Education as a Means to Active Participatory Citizenship (EduMAP) is a Horizon 2020 research project focusing on adult education among young adults at risk of social exclusion. Particular attention is paid to educational policies and practices needed to foster active citizenship among vulnerable young people.

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1. What – Focus (theme, orientation)

The vocational education and training (VET) programme RO_GP1 is offered by a vocational training centre that aims to support the social and economic (re)integration of young people in vulnerable situations, through vocational education and social care services. The vocational school is part of a humanitarian organisation with the same name, founded in the early 1990s. Its mission is to support the social and economic (re)integration of vulnerable young people, through vocational education and social care services. The school offers training modules for young people over 18 and for high school students. Each 18+ course is structured in two parts: (1) Domain-focused vocational training delivered in a practice-intensive way (75% practice, and 25% theory), with internships in profile organisations. (2) The School for Life, which goes in parallel with vocational training, and where learners acquire a range of life skills - abilities useful for everyday personal, social and professional life. Other personal development and training activities take place through specialised sessions and activities such as learner-focused case management, job coaching, and psychological counselling.

2. For whom – Target group(s)

The programme addresses vulnerable young people from all walks of life, with a focus on care leavers (young people leaving social care centres or foster homes at 18 years old).

3. Requirements and access

Students are recruited through mediating organisations, typically child protection centres managed by the General Direction for Social Assistance and Child Protection, City Halls in nearby villages and NGOs that can liaise the vocational school to potential beneficiaries. Prospective students have to submit an application and go through a process of selection that involves an interview and a test for evaluating basic aptitudes and skills.

4. Elements of good practice

Programme success resides on three components:

1. A holistic, learner-centred approach that blends social care and educational elements that are fundamental for supporting young people to acquire citizenship competences.
2. A multidisciplinary team whose expertise covers social care, pedagogy and vocational coaching.
3. An internal structure for communication and circulation of information, systematised in the case management system, which gathers the entire team to concentrate on the needs, objectives and a plan of action for each learner.

It is around these pillars that all the other elements of the RO_GP1 approach are organised, including:

Case management: A case manager is responsible to elaborate and implement a

personalised intervention plan for each young person that joins the programme, based on which priority areas for training and support are devised. Progress is monitored and objectives revised according to progress.

Supportive services include free housing, meals, job coaching and psychological counselling. The job coach develops professional development plans for each learner, assists with specific competence building, finds appropriate internships, and mediates relationships with potential employers for securing jobs after graduation. The counselling psychologist follows closely the development of each learner throughout the duration of the course.

A toolbox of educational methods and practices is employed flexibly, aligned to the national requirements for the award of VET qualifications and the needs of individual learners. Educators favour educational methods from informal education, avoid frontal lecturing and encourage students to be active and develop applied abilities. School for Life courses often involve activities outside the classroom (such as game-like wayfinding in the city to develop orientation abilities), and are driven by practical needs, e.g., how to rent a room or a flat, learn about one's rights as an employee and recognise situations where these rights are not respected.

5. Perceived challenges

Historically, the vocational school grew as an educational institution within a humanitarian and social care organisation. There are challenges, as well as opportunities associated with this. On the challenges side, due to the longer history and public visibility of the humanitarian organisation, the vocational school is often perceived more in terms of humanitarian assistance and social care, than in terms of quality training and education provision. The organisation seeks to change this image, and communicate more the educational side of its activities.

6. Testimonials

The following excerpts are from individual interviews and a focus group with RO_GP1 learners:

RO_GP1 helped me enormously. At the beginning, I did not listen to some advice, when I left at 18 to make it on my own. But I met all sorts of hardships I've been advised about, and I saw that these people always have their door open for me. (..) I was faced with the hard things, I came back to them, and they supported me, they taught me, they took me back. (..) When I was faced with these things, and I saw how difficult it is in life and nobody helps you, and you have to handle it on your own, then I realised I had to be more prepared. Maybe I was not prepared enough, maybe I had

to learn some more. And to reach a higher level. (Lea1)

When asked what are the most important things they have learnt or acquired from attending the programme, several learners in the focus group remarked:

[Learner 1]: It teaches us how to become people. [Note: RO: oameni, meaning capable people that have reached up to their human and social development potential]

[Learner 2]: And German language.

[Learner 1]: It helps us to become people, integrated in society.

[Learner 3]: Education.

[Learner 1]: And an autonomous life.

7. More Information

EduMAP project's publications:

[Books and articles](#)

Academic publications that address key themes of the EduMAP project

[Deliverables and reports](#)

EduMAP's official deliverables, related reports and publications

[Good practice cases](#)

Key features from 40 'good practice' cases from 20 countries

[Working papers](#)

A selection of findings from desk and field research in 20 European countries

[Other resources](#)

Other types of resources made for the project (illustrations, comics etc.)