

SupportSphere: Preventing VET students from becoming NEET

SupportSphere: Πρόληψη του κινδύνου οι σπουδαστές & σπουδάστριες ΕΕΚ να καταλήξουν εκτός εκπαίδευσης, απασχόλησης ή κατάρτισης (NEET)

Date of creation

2026

Description

SupportSphere is an Erasmus+ KA220-VET cooperation partnership that addresses the structural gaps in career guidance within vocational education and training systems. The practice focuses on strengthening the capacity of VET providers to support learners at risk of becoming NEET through a holistic and evidence-based approach.

The initiative develops a set of interconnected outputs, including:

- a comprehensive handbook,
- a modular training programme for VET professionals, and
- a digital learning platform.

These tools are grounded in social cognitive theory and promote young people's self-awareness, career adaptability, and informed decision-making.

The practice is implemented through a transnational partnership involving organisations from Greece, Spain, Italy, and Belgium, combining research, pilot testing, and validation activities. It integrates both pedagogical innovation and system-level thinking, contributing to more inclusive, responsive, and sustainable VET guidance ecosystems.

Beneficiaries

 **Discouraged and disengaged young people**

The practice also benefits stakeholders, such as VET institutions and local communities by strengthening guidance systems and promoting inclusive pathways to employment.

Countries

 **Belgium**

 **Greece**

 **Italy**

 **Spain**

Education level and sector

 **Upper secondary vocational education and training (school-based)**

The practice primarily targets post-secondary vocational education and training at ISCED

level 5, corresponding to institutions such as public vocational training institutes (SAEK). This level refers to short-cycle tertiary education programmes that provide specialised vocational skills and support the transition to the labour market. The practice also applies to upper secondary VET contexts where similar guidance challenges and learner profiles are present.

Level of implementation / Scope

 **Provider level**  **Local level**  **National level**  **European level**

Aims of policy/initiative

The practice aims to strengthen the role of VET systems in preventing young people from becoming NEET by enhancing the quality and accessibility of career guidance.

It supports VET professionals in developing inclusive, learner-centred guidance practices and equips learners with the skills and self-awareness needed to make informed career decisions.

It also aims to establish sustainable support mechanisms, including peer mentoring and digital tools, that facilitate smoother transitions from education to the labour market.

Features and types of activities implemented

The practice includes a combination of research, capacity building, and pilot implementation activities, including:

- development of a SupportSphere handbook based on qualitative research and literature review;
- design and delivery of a modular training programme for VET trainers;
- implementation of pilot training sessions using blended learning methodologies;
- development of a digital e-learning platform with multimedia resources;
- introduction of a self-evaluation tool for learners' career interests and decision-making;
- organisation of transnational learning activities and train-the-trainers workshops; and,
- dissemination and stakeholder engagement at local and European level.

The activities combine theoretical input, reflective learning, and practical application in real VET contexts.

Target group

The practice targets professionals working with learners at risk of becoming NEET, including:

- VET trainers and educators,
- mentors and career guidance practitioners,
- school counsellors and adult educators, and
- organisations supporting young people in transition into the labour market.

These stakeholders implement the SupportSphere project to support learners with low

motivation, limited career awareness, or socio-economic barriers.

Resources

The practice is implemented through Erasmus+ KA220-VET funding, covering project management, development of outputs, pilot testing, and dissemination activities.

Human resources include a multidisciplinary consortium of VET providers, researchers, and policy-oriented organisations, ensuring expertise in pedagogy, evaluation, and system-level impact.

Financial resources support the development of training materials, digital tools, and transnational collaboration activities.

Evaluation of the measure

The practice is evaluated through a structured monitoring and evaluation approach that combines quantitative indicators and qualitative feedback from stakeholders. Data collection tools include structured questionnaires and targeted feedback mechanisms addressed to VET professionals, trainers, and learners, ensuring a comprehensive assessment of the relevance, usability, and effectiveness of the project outputs.

The results collected so far indicate consistently high levels of satisfaction and confirm the alignment of the developed tools with the needs of the target groups, particularly in terms of clarity, applicability, and support to career guidance processes in VET contexts.

The evaluation process follows the principles of continuous improvement as outlined in the Erasmus+ impact framework, ensuring that findings systematically inform the refinement and optimisation of project results and their practical implementation in different national contexts.

At this stage, detailed evidence from pilot activities is progressively being consolidated. The final evaluation reports of the pilot implementations in all partner countries will be available by June 2026.

In addition, the report of the f2f dissemination event organised in Greece is available here: [Event Report Greece](#)

The finalised evaluation report for Italy will be available by the end of June 2026, ensuring full transparency and comparability of results across the partnership.

Evidence of effectiveness of the measure

Evidence from pilot activities and ongoing evaluation processes indicates a strong positive impact of this practice for both VET professionals and learners.

Participating trainers report an improved understanding of career guidance approaches and increased confidence in applying practical tools in their educational practice. Learners demonstrate enhanced self-awareness, increased motivation, and greater engagement in reflecting on their career pathways.

Quantitative results from pilot implementations confirm high levels of satisfaction and perceived relevance, with the vast majority of participants providing positive feedback and rating the activities highly. Evidence shows that learners actively engage in career reflection processes and develop a clearer understanding of their interests and future options.

In addition, data from the digital learning platform demonstrate strong user engagement and uptake across partner countries. The platform currently hosts over **180** registered users, including both mentors and VET learners, with active participation observed in multiple national contexts. Users engage with training materials, self-assessment tools, and multimedia resources, confirming the usability and attractiveness of the digital environment.

Overall, the evidence demonstrates that the project strengthens career decision-making capacity, enhances the quality of guidance provision in VET, and contributes to reducing the risk of learner disengagement from education and training pathways.

Success factors

The success of the practice is based on several key elements:

- integration of research, practice, and policy perspectives,
- strong focus on social support and relational guidance approaches,
- combination of practical tools and reflective methodologies,
- high adaptability across different VET contexts and countries,
- emphasis on learner-centred and inclusive guidance practices, and
- validation through pilot testing and stakeholder feedback.

The innovative aspect lies in the creation of a comprehensive guidance ecosystem rather than isolated tools, ensuring sustainability and transferability at European level.

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