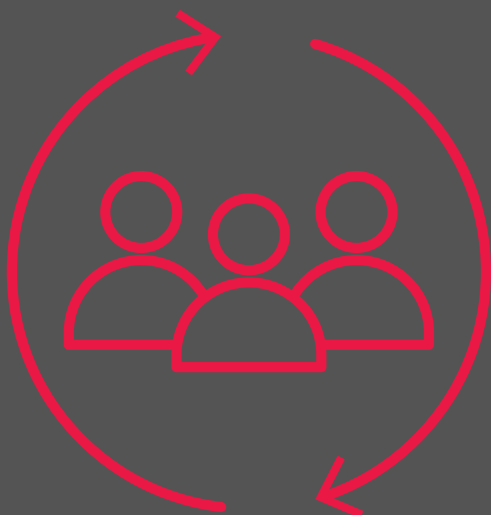


CARE-TALENT 2024



PROJECT NUMBER

2024-1-IT01-KA121-VET-000199215



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the European Union**

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CONSORTIUM AND EUROPEAN PARTNERS

Coordinator

CONSORZIO SOECOFORMA (Lucca)

European partners

HERMES CORPORATION (Malta)

ONECO CONSULTING (Spain)

AELV (Spain)

Sending schools

IIS NICCOLÒ MACHIAVELLI (Lucca)

ISS PIANA DI LUCCA (Porcari-Capannori/LU)

IIS MORANTE-GINORI CONTI (Firenze)

IIS LUIGI CALAMATTA (Civitavecchia/RM)

IIS DE FELICE GIUFFRIDA-OLIVETTI (Catania)

IIS DANILO DOLCI (Partinico/PA)

DIRECT TARGET GROUPS

Students in **initial vocational training** (EQF3) and **recent graduates** (EQF4) of the **social care courses** and related and/or complementary sectors of the technical-professional schools of the Consortium, based in the Regions of **Tuscany**, **Lazio** and **Sicily**.

INDIRECT TARGET GROUPS

1 Schools and VET providers (other students, teachers, trainers, tutors, VET staff), families, the public.

2 Chambers of Commerce, trade associations, social partners, businesses.

3 Local, regional, national and European policy makers and institutions responsible for VET.

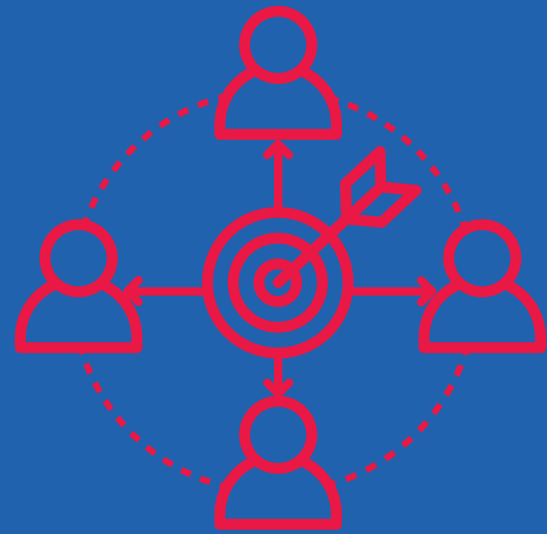


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OBJECTIVES



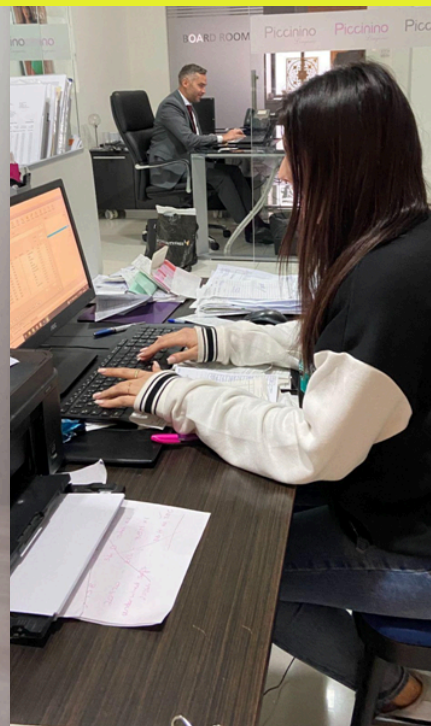
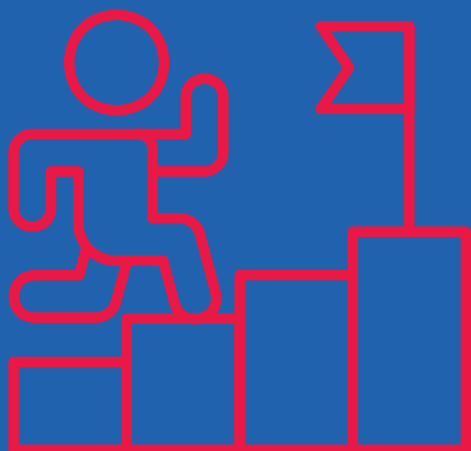
The Erasmus+ project **CARE-Talent 2024**, promoted in the framework of the **VET Accreditation 2021-2027** coordinated by **SOECOFORMA** of **Lucca**, involves **60 students attending the fourth classes** (Short-term mobility) and **3 recent graduates** (Long-term mobility/ErasmusPro) of the **social care courses** (and similar and/or complementary sectors) of the schools of the Consortium. The participants (some of whom with fewer opportunities) will carry out a professionalizing mobility experience in **Malta** and **Spain lasting 30 days** (students) and **90 days** (recent graduates).

The project offers young participants the opportunity to carry out quality and international level training, aimed at making them more competent and competitive on the local, national and European job market. The project allows participants to acquire and develop not only **technical-professional skills** in their field of study, but also those **linguistic, intercultural, communication-relational** and **entrepreneurial skills** necessary to build effective personal and professional paths, including self-entrepreneurial, based on a proactive and flexible spirit to the continuous changes in the labor market.

Through the CARE-Talent 2024 project, the Consortium will also contribute to implementing and enriching the international dimension of its curricula, through:

- The identification of the training needs of participants and good international working practices in line with its education and training offer;
- The definition of the entry skills and the exit learning outcomes of participants, consistently with their study path, expectations and personal inclinations;
- The assessment of learning and the recognition of training credits within the framework of national and European transparency standards;
- The effective management of communication and cooperation processes; information, selection and preparation of participants; as well as relationships with participants, families, partners and European host companies.

EXPECTED RESULTS



The expected learning outcomes for the participants in the project CARE-Talent 2024 can be summarized as follows:

- a) **Hard Skills:** techniques for analyzing welfare interventions; tools and techniques for programming and managing educational services for children; understanding innovative transformations in the social care sectors.
- b) **Soft Skills:** linguistic, green and digital knowledge; greater autonomy and self-confidence; development of an entrepreneurial spirit useful for addressing future educational and professional choices; greater ability to orient oneself in career paths.
- c) **Life Skills:** strengthening of versatile and positive behavior, thanks to which young participants will be able to effectively face the demands and challenges of everyday life.
- d) For **participants with fewer opportunities:** increased active and conscious participation in activities with peers and within the class group; strengthening of the level of self-esteem and autonomy in school work; increased motivation to successfully complete one's school career.



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