



Conceptual Framework to develop Reality Checks

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Foundations (as stated in the application)

Main goal

Development, testing and evaluation of RealityChecks

New, practicable methods and procedures of cooperation between schools and the world of work

We develop, test and evaluate new, contemporary practical experiences in/with the world of work for students in the course of their orientation for education and careers.

We call these methods "RealityChecks". They are designed to help them find new motivation and new perspectives for their future education, training and career paths.

Specific goals

Integrative approaches to the world of work in school.

Strengthening cooperation, involvement of companies in teaching, multi-professional approaches in schools, professionalisation in schools and the world of work.

Support for pupils with special needs (low educational attainment, social disadvantage).

New forms of guidance in the process of orientation for education and career to prevent dropouts, more clarity, and perspectives (regardless of educational level, socio-economic background, and type of school).

New ways to reach and engage students.

Consider the lifeworld, learning typologies, perspectives, and career ideas of today's pupils, increase the focus on peer-to-peer and the pilot function of parents.

Work-based learning.

Create more practical experience and opportunities to try things out, also through new perspectives (e.g., learning experiences abroad), requirements in occupational fields.

Expected results

- 12 Reality Checks (3 per country)
 - suitable to enable new practical perspectives for all actors in schools and the world of work.
 - developed, tested and evaluated in close consultation and with the participation of members of the regional networks.
- A conceptual framework for the development of measures (RealityChecks) is available. The conceptual framework defines the priority areas in more detail and depth. Furthermore, the instructions for the description of objectives, target groups, project planning, distribution of tasks, etc. are included. The principles and criteria for the development of RealityChecks are defined.
- Detailed description of the RealityChecks. They are described according to specific goals, objectives and target groups, time required, learning objectives, didactics and methodology, necessary materials, process, necessary partners, distribution of tasks and detailed project planning (incl. milestones), costs and public relations.
- Summary and evaluation of the RealityChecks on the basis of documentation, feedback and evaluation forms using specific indicators. The resulting (general and region-specific) conclusions form an important basis for dissemination and work packages WP4 and WP5.

Preliminary considerations (based on our online brainstorming)

Integrative approaches to the world of work in schools

Integrative approaches to the world of work in schools involve strengthening cooperation between schools and companies, promoting the involvement of companies in teaching, adopting multiprofessional approaches, and fostering professionalisation in both schools and the world of work. To facilitate these approaches, several strategies can be implemented:

- Companies' academy for internship students: Companies can establish dedicated academies or training programs to enhance the skills and knowledge of students during their internships. These academies can provide additional educational resources, mentorship, and practical training to supplement students' learning experiences.
- Online platform for company visits: Developing an online platform that showcases capacities for company visits. This platform can provide real as well as interactive virtual tours, interviews with professionals, and insights into company operations, allowing students to explore potential career paths.
- Job-shadowing for teachers in companies: That offer can enhance their understanding of industry practices and trends. This firsthand experience enables teachers to bring relevant and up-to-date knowledge into their classrooms, benefiting students' career guidance.
- Including parents and their resources: Engaging parents in the career guidance process can be valuable. Schools can leverage the resources and experiences of parents, inviting them to share their professional insights, conduct workshops, or facilitate networking opportunities for students.
- Hands-on company visits: It allows students to experience real work environments, interact with professionals, and observe daily operations. These visits offer a practical understanding of different industries, exposing students to potential career paths.
- Interactive company presentations in schools: Companies can conduct interactive presentations in schools, showcasing their work, career opportunities, and industry-specific skills. These presentations can engage students by incorporating activities, demonstrations, or Q&A sessions, fostering a deeper understanding of the world of work.
- Company simulation in classrooms: Introducing company simulations in classrooms can provide students with a practical understanding of business operations. Students can engage in role-playing activities, decision-making exercises, and problem-solving scenarios, simulating real-world work experiences.
- Focus on benefits for companies: Emphasizing the benefits that companies can gain from collaboration with schools can encourage their active involvement. Schools can highlight how partnerships can contribute to talent development, recruitment pipelines, corporate social responsibility, and community engagement, creating mutually beneficial relationships.
- New ways for funding: Exploring innovative funding options can support initiatives that bridge the gap between schools and companies. This could involve seeking sponsorships, grants, or partnerships with organizations that value educational and vocational development.

By implementing these strategies, schools can strengthen the integration of the world of work into their educational programs, enhance career guidance efforts, and equip students with the skills and knowledge required for successful transitions into the professional realm.

Supporting pupils with special needs

In the context of supporting pupils with special needs, particularly those with low educational attainment or facing social disadvantages, the following points summarise the key aspects of new forms of guidance for education and career orientation to prevent dropouts and provide clarity and perspectives:

- Self-knowledge for future goals: Children require knowledge about themselves, including their skills, interests, and dreams, to establish clearer goals for their future. Helping them understand their strengths and passions is essential in guiding their educational and career choices.
- Focus on strengths and skills: Guidance should emphasise identifying and developing individual strengths and skills in a playful and engaging manner. By promoting their abilities, students can gain confidence and motivation to pursue their goals.
- Balance of group activities and individual counselling: Group activities allow for peer interactions, collaboration, and social development, while individual counselling ensures personalised attention to address specific needs and concerns.
- Support and comfort: Creating a comfortable environment is important. Students should feel supported in their educational and career journeys while also feeling at ease in expressing themselves and exploring new opportunities.

By incorporating these approaches, regardless of the students' educational level, socio-economic background, or type of school, educators and counsellors can offer comprehensive support to pupils with special needs, fostering their personal and academic growth while reducing the risk of dropouts.

New ways to reach and engage students

In the context of reaching and engaging students in new ways, considering their lifeworld, learning styles, perspectives, and career aspirations, the following points summarise the key strategies:

- Mobilising young people for international experiences: Encouraging students to participate in Erasmus+ mobility projects, such as internships abroad, can broaden their horizons and provide valuable personal and career development opportunities.
- Supporting personal and career development: Providing resources and guidance that assist students in exploring and planning for their future personal and career growth is essential. This includes helping them identify their interests, talents, and potential career paths.
- Outreach activities beyond school: Engaging students through outreach work, such as collaborating with youth clubs or community organisations, allows for connections outside the traditional school setting. These activities can provide additional support and opportunities for students to explore different interests and career possibilities.
- Peer-to-peer approach: Using peer influence and support is an effective way to motivate students. Encouraging peer-to-peer interactions, mentoring, and sharing of experiences can create a supportive environment where students can learn from and inspire each other.
- Balancing analogue and digital approaches: Recognising the importance of both, pedagogues can utilise a variety of tools and platforms to reach and engage students. Combining traditional face-to-face interactions with online resources, virtual mentoring, or career exploration platforms can cater to different learning preferences.
- Reaching younger students through hands-on job fairs: This allows them to engage in interactive activities, experience various professions, and gain practical insights into the world of work. This early exposure helps them form ideas and aspirations for their future careers.

By implementing these strategies, educators can effectively reach and engage students, considering their unique perspectives, learning styles, and career ideas. This holistic approach facilitates their personal and career development while fostering a sense of connection and motivation in their educational journey.

Work-based learning

In the context of work-based learning and creating practical experiences for students, the following points summarise the key strategies:

- Hands-on company visits: Organising visits to companies allows students to gain firsthand experience and insights into different industries. These visits provide practical exposure and help students understand the requirements and expectations of various occupational fields.
- Interactive company presentations in schools: Inviting companies to conduct interactive presentations in schools enables students to engage directly with professionals. This interactive approach facilitates learning about different career paths and industry-specific skills.
- Online platform for virtual company visits: Developing an online platform that offers virtual company visits provides students with opportunities to explore companies and industries remotely. This platform can include interactive content and interviews with professionals, offering a unique perspective on work environments.
- Offering internships for young people from abroad: Providing internships or work-based learning experiences for young people from abroad, particularly English-language internships, promotes cross-cultural exchange and broadens students' perspectives. It allows them to gain valuable international experience and learn about different work cultures.
- "Summer jobs" or paid internships: Creating opportunities for students to engage in work-based learning, such as paid internships or "summer jobs," allows them to apply their skills and knowledge in real-world settings. These experiences provide practical exposure and help students develop essential workplace skills.
- Exploring new funding options: Identifying innovative funding sources can support the implementation of work-based learning initiatives. This may involve seeking sponsorships, grants, or partnerships with organizations that value practical education and career development.

By implementing these strategies, educators can create more practical experiences and opportunities for students to try out various occupations. These initiatives not only enhance students' understanding of different career paths but also equip them with valuable skills and experiences that contribute to their personal and professional growth.

Regional contribution for the conceptual framework to develop Reality Checks: Sweden

Regional Background

In Sweden, both nationally and regionally, we have a problem with students leaving school with incomplete grades, that they interrupt their studies, or that they have chosen the wrong program in high school, and change program after perhaps a year. This entails large costs and lost time for both the student and society.

In order to counteract these negative aspects, we want the students to gain increased knowledge about different professions and future prospects with the help of reality checks. That the target image should become clearer for the student, which alternatives are available.

We also want reality checks to show students that men and women can work in occupations that are traditionally gendered. In Sweden, gender segregation is large when it comes to the labour market. Approximately 93% of those who work as assistant nurses are women, and in the construction sector, approximately the same proportion are men. We hope that reality checks will show boys and girls that they can break the norm.

Many students choose the same professions as their parents, and the choices are also often based on their socio-economic background.

We have conducted interviews with students from grades 6 to 9. It became clear that students have more dreams in grades 6 and 7 and then become more uncertain in grades 8 and 9, it's a bit like reality comes over them. They become uncertain and feel that they have too little knowledge of what is available. They would like to receive more information about what upper secondary schools offer and what different professional choices there are. They also wanted to meet more people from working life and get more input. The students also expressed that they want a lot more ways of learning than sitting in the classroom. Much of the thoughts about career choices came from what family and friends work with.

Innovative aspects

Our idea is to start from the curriculum point of view and think about where companies can enter and be integrated in school curricula. How do we connect school and business? We're thinking about making a platform where teachers can easily call and book entrepreneurs for their lectures, and do reality checks about their professions. Meetings could be arranged together with business and the school where you look at each subject plan to find the connections to which professions where this learning is important and a possible start. We see the importance of collaboration with career counsellors and teachers.

We believe it's important for students to be able to see how the different subjects are connected to their dreams and interests, so the reality check should be followed by, (or before), a test that investigate students life space: what are my skills, what am I interested in, what do I like to do, what are my dreams, what are my strengths. In that way the student can connect to the reality check with more substance.

In secondary schools they offer 5-7 days of work placement. But the students have never had a chance to integrate or learn about the labour market before work placement. If you have met more companies and professional groups, received more information about what is available and received help to see and develop your interests and strengths, it becomes easier to make a choice.

A reality check that we would like to do is a job fair aimed at the younger students in grades 7-8. In our region, there is no fair that is aimed specifically at students of that age. And we think that it would be important that as many students get to meet as many different professional categories as possible in one day, and get a chance to test different practical elements. Such as sitting in a forest machine, or what it's like to be a nurse, or try making simpler 3D graphics or learn to apply make-up from a make-up artist, or manage sound in a concert hall. And get information about future needs on the labour market.

In order to counteract involuntary school absences, we intend to build up a business, together with the computer game industry, that is strong in the region. Here, the idea is that students get to try out various industry-specific professional roles, such as programming, script writing, special effects and working in teams.

In this way, we will be able to help a target group that might otherwise end up outside the school system and the labour market.

Added value

- Social reproduction is getting stronger and stronger in Sweden. An added value of RealityChecks, we want to counteract the importance of the socio-economic background. This will empower students from less well-off families and counter inequality.
- Another added value will be a broadened perspective of the labour market, countering a gender-segregated labour market and reduce the risk of involuntary school absence.

Regional contribution for the conceptual framework to develop Reality Checks: Italy

Regional Background

Since years, Italy has experienced high youth unemployment rates. Sluggish economic growth, weak policies for job creation, and the ongoing freeze in public sector jobs are among the main factors limiting young people's employment opportunities. But other concerns lie outside the economic sphere.

One reason for young people's lack of work aspirations and experience is the sequential nature of the education system, which rarely involves alternation between didactics and practical activities. This usually leads to a delay in the acquisition of relevant competences and work-based experiences for youth, and a consequent struggle to find a job. Too often, young people lack fundamental skills (e.g. soft skills), because these, highly required in the labour market, are rarely taught at school. Lastly, the emphasis still put on academic qualifications tends to overshadow the importance of practical, hands-on experiences, which are crucial for youth's employability.

In addition, information on labour market needs is rarely available to young people deciding what study course to pursue. The choice related to the school path is taken at a very early age (13-14 years), with the risk of permanent consequences on the future. Lacking a solid career advice from teachers/counsellors, students seek out for advice from their families. But the advice can be biased, uninformed, and may also contribute to perpetuating inequalities by preventing social mobility.

Unlike some other European countries, Italy's apprenticeship system has been limited until few years ago, making it challenging for young people to gain valuable work experience while studying. However, in the last years new ways to enhance the cooperation between schools and companies have been introduced: the School-to-work alternation, the ITS (higher technical institutes, closely linked to the production system), internships, and curricular apprenticeships for university students. The "*Alternanza scuola lavoro*" – compulsory work-based learning scheme for upper secondary schools – brings young people closer to the labour market and can help them make more informed career or education choices.

Nevertheless, the recent increase of apprenticeship opportunities has found obstacles both in the labour market and in schools: in the former, bureaucracy and regulations are complex and restrictive, deterring employers from offering work opportunities to unexperienced workers; in the second, educational institutions lack financial and dedicated human resources to establish cooperations with companies.

The VET centres in Italy, and more specifically in the Veneto region, are gradually adopting the "Duales system", the distinctive model of VET in Germany, but this process still requires a significant amount of time and resources. However, other kinds of schools belonging to "traditional education" (high schools and technical institutes) are not following a similar direction and, consequently, do not yet benefit from networks of cooperation between schools, companies, counsellors, industry associations, etc.

In conclusion, Reality Checks, which are initiatives for youth to have an insight into the working world, are not yet an established reality in Italy, or in Veneto. The school world and the working world do not seem to intersect much. Apart from the curricular "School-to-work-alternation", other initiatives for youths to have an insight into labour seem rare. Those that can be found usually have a territorial and sporadic nature; moreover, these are often dependent on temporary funding and, therefore, do not guarantee the continuity and/or sustainability of the initiatives.

Innovative aspects

In the Veneto region, the rates concerning youth unemployment are not so high. Indeed, it is one of the regions with the lowest incidence of NEETs. This proves there is an economic and political attention on the topic, as shown by some quite successful youth programmes, such as the “*Garanzia Giovani Veneto*” (Youth Guarantee), which contributed to the decrease of the youth unemployment rate in the last years.

Moreover, Veneto is characterised by a high density of companies, which need young workers, especially the most innovative ones working in the technological and manufacture sectors. Indeed, these companies are looking for young, specialised technicians to train and employ, but complain of a lack of young skilled workforce. The specific requests of the companies, which mostly belong to the so called “STEM” subjects, should be considered while creating new RealityChecks, in order to meet the real needs of the local economy and create an effective match between the parts.

Lastly, the region hosts three important universities (Padova, Venezia, Verona) that in the last years became more and more interested in collaborations with schools to present their courses and activities to students before they make their post-diploma choices, in order to attract them.

Added value

The cooperation between different organisations is not encouraged in the area. Each entity implements its own initiatives to face issues such as school dropouts, youth disorientation, NEETs, competences mismatch, unemployment, and so on.

RealityChecks should provide new ideas for an easy involvement of schools, companies, trainers, career counsellors, public institutions for a mutual cooperation on activities aimed at facilitating the transition from school to work. A RealityCheck brings innovation by offering ready-to-implement job related experiences that are easy to comprehend and to put in place by educational institutions. This practical approach should streamline the bureaucracy and give an impulse to the implementation. The companies could receive proposals from the schools, and vice versa, with a final mutual benefit.

Companies would largely benefit from RealityChecks, because students would be more aware of the daily tasks and dynamics of a workplace and, consequently, less daunted and confused when approaching a job for the first time. Schools in general would probably benefit from the point of view of students’ motivation: they would become more interested in knowing the connections between what they learn in school and what they could do in a workplace, as well as less sceptical and cynical about the concrete opportunities offered by schools. They could, in some way, trust their schools and teachers more.

Incorporating practical hands-on activities inside companies can transform youths’ experience from a passive information-gathering into an active, meaningful journey of self-discovery and career exploration. In terms of career counselling and orientation, these activities go beyond traditional methods such as discussions and assessments, by engaging individuals in experiential learning and active engagement. Hands-on activities allow individuals to gain a deeper understanding of their interests, strengths, values, and preferences. Through interactive experiences, they can discover what motivates them, what skills they enjoy using, and what work environments suit them best.

With increased cooperation, students would have a more structured system dealing with the transition from school to work, a clearer view on the local opportunities they have, and a wider range of companies/organisations/institutions hosting initiatives targeted at them, providing the chance to see and experience their daily work.

Regional contribution for the conceptual framework to develop Reality Checks: Germany

Regional Background

1. Lack of linkage between companies and schools: There is a gap in the transition between schools and work, as there is insufficient cooperation and coordination between companies and schools. Although there are already numerous opportunities, they could be utilized more effectively. It would, therefore, be advisable to improve this linkage.
2. Lack of a uniform school approach throughout Berlin (and across the Länder anyway): There is no consistent approach to career orientation and guidance, which leads to unequal conditions for pupils. The existing career guidance strategy is implemented differently everywhere. Additionally, there is often a lack of sustainability in schools, as existing information and successful examples are not consistently and systematically shared.
3. Career and training fairs: The existing offerings often need to be made more attractive for pupils. There is a need for more opportunities to gain practical experience and systematic preparation, support, and follow-up to create added value for the students.
4. Capacity problems at companies make things even more complicated: SMEs, in particular, face challenges with recruiting skilled workers or advertising apprenticeships due to a lack of personnel resources.
5. Sustainable use of student internships: Often, internships are chosen based on convenience, for example, at a nearby supermarket. A sensible measure would be to visit and present companies to pupils in advance, to prepare for internships more effectively and create motivation. It would be beneficial to form inclination groups within the framework of company visits to make them more sustainable. On-site workshops could also be implemented if the company offers different apprenticeship occupations.
6. Intensive coaching for pupils: Pupils should receive intensive coaching to understand and actively shape their future and perspective.

Innovative aspects

Preliminary Considerations of the Regional Network Group:

Lighthouse project for vocational orientation: A lighthouse project (at one or more schools) can serve as a pioneer and act as a model and inspiration for other schools. The results and experiences can be disseminated through events and press coverage. A modular principle enables other schools to adopt individually suitable ideas and concepts for their career orientation.

Central platform for networking: A central platform that acts as an interface for actors in school-to-work transition would be extremely useful. This platform could provide information on current offers, projects, company visits, and companies from different occupational fields. The results of the Erasmus+ project "Simply Digi" could also be included. Effective appointment coordination on the platform would be necessary to accommodate the different schedules of schools and to ensure added value for companies. Contacts with companies can be established via distributors of the Chamber of Commerce (IHK) and the Chamber of Crafts (HWK).

Fairs with practical trial opportunities: Career fairs should offer opportunities for practical trials. Accompanying documentation, for example, with the help of specially developed Actionbounds, can record the pupils' experiences and support the learning process.

Concrete options for implementation within the framework of "Reality Check":

1. Collaborating for Success: It's crucial for companies and schools to work closely together to offer pupils the best possible career guidance. Let's revitalise existing initiatives and utilise them more effectively.
2. Meaningful Internships: By introducing preparatory company visits for pupils, we can better prepare and motivate them for internships, laying the foundation for a successful professional future.
3. Unified Strategy for All: We need a coordinated approach to career orientation in schools across Berlin. Sharing best-practice examples will empower our pupils.
4. Exciting Career Fairs: Let's make career fairs more interactive and engaging to inspire pupils and provide them with diverse insights into different career paths.
5. Focus on SMEs: Small and medium-sized enterprises (SMEs) require support in reaching out to young people and attracting skilled workers.
6. Personal Coaching: Providing intensive coaching for pupils will enable them to actively shape their own futures.
7. Gaming Towards the Future: Embracing innovative approaches like "serious games" for career orientation will make the process more enjoyable and effective.
8. Tailored Company Visits: Organising company visits based on pupils' interests will create more sustainable experiences. On-site workshops can showcase various vocational opportunities.

Added value

Better networking and coordination: A central platform facilitates the networking of schools, companies, and other actors, enabling efficient communication and coordination of relevant information, projects, and offers.

Increased visibility and dissemination of best practices: By showcasing lighthouse projects and implementing targeted public relations efforts, successful models and best practices can be widely known and adopted by other schools, leading to broader implementation of effective career guidance measures.

More substantial involvement of companies: Strengthening the exchange and targeted contact via IHK and HWK distributors fosters direct cooperation between schools and companies, resulting in increased company visits, internships, and other forms of collaboration.

Practical learning and career exploration: Career fairs with practical try-out opportunities empower pupils to actively explore various occupational fields, helping them discover their interests and skills. This approach supports informed career choices and boosts pupils' motivation.

Effective use of resources: Improved coordination allows schools, companies, and other stakeholders to utilize their resources more efficiently, optimizing the school-to-work transition and generating greater added value for all involved parties.

Regional contribution for the conceptual framework to develop Reality Checks: Austria

Regional Background

- In principle, there is a well-developed cooperation between the education system and economics, the world of work and companies in Austria.
- The dual apprenticeship training in companies and vocational part-time school at the upper secondary level is a constitutive feature of the cooperation between school and the world of work in the educational system in Austria.
- To some extent, this also applies to full-time vocational education at upper secondary level.
- However, the high degree of differentiation of vocational education and training – there are over 200 different vocational apprenticeship occupations and over 250 different curricula for full-time vocational schools – calls for a careful, timely and practical introduction of young people to vocational education and training and professions.
- The high drop-out rates in full-time vocational schools and increasing dropouts in dual training indicate that there is a need for action here.
- There exist areas in the lower secondary school where the possibilities of practical introduction to the real world of work are not sufficiently perceived.
- There are indications that orientation and preparation for a later choice of education and profession should begin earlier than is currently the case.
- There are indications that there is a need for development in vocational schools at the upper secondary level for the real orientation of pupils who are at risk of dropping out.
- Experience shows that companies and in-company-trainers should also be more prepared for how they can convey the reality of the world of work and professions in youth-fitting language and communication suitable for young people.
- From these approaches, innovative aspects and added value for newly developed RealityChecks are subsequently derived.

Innovative aspects

- In general, innovative aspects of the development of RealityChecks relate to the following three approaches: 1. Transfer of successful methods and procedures to new areas, both in terms of target groups, age, new regions 2. Combining elements of previous approaches of RealityChecks with newly developed methods and procedures, also from the experiences during the lockdowns in the pandemic and 3. New development and implementation of RealityChecks together with companies, Schools, teachers and partners
- Innovative approaches are tailored to the needs of young people, schools and teachers, and companies, with emphasis on performance requirements and qualifications, as well as on the objective of opening up opportunities and development paths for young people with special challenges.
- In particular, new approaches are being developed, tested and evaluated that affect dynamic fields of the world of work that were previously not accessible to schools, teachers and young people in that way.
- The real world of work can only be authentically conveyed by the real world of work, both by people, by places of work in companies, supplemented and expanded by virtual and digital formats, both bringing young people into places of world of work and bringing persons from the world of work into school and classrooms.
- Particular attention must be paid to youth-friendly communication, and peer-group procedures are also developed and implemented for this purpose.

- In the European project context, there is an accompanying intensive exchange – which approaches are developing in the partner countries, which new ideas can be transferred, how methods and procedures can be adapted so that they fit into the respective national and regional contexts.
- Accompanying evaluation and feedback loops ensure that the innovative approaches of the developed and implemented RealityChecks meet the requirements of all stakeholders involved and provide real added value for young people, companies, schools and society

Added value

The advantages and added value resulting from the developed, tested and evaluated innovative approaches of RealityChecks relate in particular to the following target groups, areas and levels, with the approach, to improve processes and pathways from initiation education in school to further pathways in education, training and world of work:

- Young people who, in the current school context, do not find a timely and targeted approach to the experience in the real world of work
- Companies that have not yet found an approach to present their skills and experiences of the world of work to young people, schools and teachers
- Schools that have so far acquired little experience and skills in working with companies at the transition from school to training to work
- Regions where there do not exist developed networks between schools, companies and organisations such as social partners, etc.

Furthermore, the following added value is achieved by developing, testing and evaluating innovative approaches of RealityChecks:

- New combinations and approaches are emerging that are suitable for introducing young people to today's and tomorrow's world of work.
- Companies gain skills to convey the world of work, opportunities in training and careers and dynamic developments in the world of work in a way and language that fits to attitudes and behavior of today's young people.
- Experiences from the partner countries can be exchanged and mutually utilized and thus also applicable to other European regions.