



## **SUPER - SUccessful Pathways to Employment – a career education program for the transition from school to work of 'high risk' students**

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**SUPER - SUccessful Pathways to Employment for youth 'at risk' is a career education program that focuses on the transition period from school to work of youth who are facing serious challenges on their way to employment.**

### **The SUPER program**

The program is based on principles derived from the disciplines education, occupational therapy and occupational science. It was assessed and evaluated in a thorough research conducted by the Faculty of Social Welfare & Health Science and the Faculty of Education, University of Haifa, Israel.

### **Aim of the program**

Providing school graduate students with a systematic and comprehensive career education program that is based on developing knowledge, skills and work experience along with the development of self concept of 'myself as a worker', at present and in the future.

### **Program components**

The program is presented in a special kit that includes: a systematic protocol that involves – 1. Out of school visits to working sites, introduction by a representative of the work place, on site observations; 2. Classroom learning of concepts from the world of work such as legal rights, rules pertaining to working behavior, in general and as a teenager in particular, safety rules, team work, interpersonal relations at work, self initiative, consistency, etc. The program includes listening and interacting with adult workers, both on site and in school and a special workshop on sexual harassment at work.

### **Program Administration**

The program was applied in seven schools among 198 youth at risk (grades 11-12). It was administered by a multi professional team representing the areas of education, school counseling, psychology, occupational therapy as well as school administration staff and open market employers.

### **Program's scientific validity**

The program was evaluated by ground research over 4 years (2014-2018). Mixed methodology was applied, including qualitative and quantitative tools. Interviews and questionnaires were administered before, during and after completion of the program. Focus groups were also conducted during, at the end and half a year after completion of the program. Results were positive and indicated the contribution of the program to the development of realistic vocational self concept and a heightened level of motivation to work.



*The program was developed and researched with the **support** of the Milgrom Fund, the University of Chicago. It was applied in 7 schools with 198 students, grades 11-12.*

