

## The Diary of Colin Hinds-Payne Recording His Trip to Naples

### Day One

I arrive in a thunder storm. Maybe I should have taken more note of the fact. It was rush hour and the streets were packed with traffic, rain and pedestrians. My taxi driver spoke no English and looked spaced out. He made the most of trying to get from A to B (a place he had never heard of I later found out) by aiming at other drivers, pedestrians, trams and buses. Though I now know Neapolitans have no fear of driving. This taxi driver had no fear! NO FEAR!! He would, as a matter of course, make up a fifth lane. Put into the context: if there are three lanes in Naples drivers make a fourth, he would make a fifth. Over-taking with traffic coming at us. No problem. Driving the wrong way up one way streets. No problem. Cutting up the police. NO problem. An absolute law unto himself. The taxi this journey of some four or five miles with the emergency petrol light on, you can only imagine my apprehension at seeing that the weather (raining like bullets) flooded streets and Loony Luciano. When after five stops for directions we got where I was going, we were both relieved. If I were in a rush to go anywhere he would have to be the booking. Though the after world might get the accommodation.

The hotel is in a less seedy part of town. The working girls get up early, just after the street sweeper. The accommodation is as it states in its brochure: 'a place of peace in a busy city'. The place of peace is clean and in many ways attractive. The view I have is not, looking at Neapolitan roofs reminds me of the Careers office in Aberystwyth without the sea gulls.

### Day Two

After a good nights sleep, I wish I had a balcony. The sights, if they match the sounds, would have been interesting. This city is lively and there is doubt about. You could easily tell if the car you bought was from Naples – the horn would be worn out. They beep at pretty girls, they beep at other drivers, they beep life in general. Oh, and they all go forward. The only reason for not sticking to the speed limit is the volume of traffic. I've driven in London and recently in Cyprus. If I put myself in with this lot I would soon be swallowed up. Incredibly they don't follow their own rules, so how can a tourist?

The Citla della Scienzie is miles away, not far from Capo Pesillipo, but way out of town and down to the coast. I made the trip by bus. Getting a ticket was difficult as the tobacconist (where you get them from) didn't speak any English. An Italian tourist helped me, but it was like a journey of discovery. All I knew I had to do was have the sea on my left going and on my right coming back.

Job done, I returned on another bus and got off at the terminus, only to find I should have stayed on the bus I'd just gotten off. Are well (famous Welshman) things you learn by making mistakes.

### Day Three

I want to use the phone in my room so ask at the desk how to do this. Speaking no English and me speaking less Italian, I think I make myself understood. I ask about the "Telephono in my room". The receptionist rushes to help me after being terse the night before when I asked him about credit cards. He promptly takes me to a cupboard and produces a hairdryer. Is he

taking the ... or what. I do my very best not to plant him or laugh in his face and thank him graciously (even). I bust a gut in the room still little the wiser on how to use the phone.

Having to find out where to catch the bus is a nightmare, compounded when the perplexed looks on the faces of all those I have already asked become one at the tourist office. There is no bus timetable. This could be due to the fact that there is no national bus service. You just wait until the one you want arrives. This is of course providing you're at the correct stop. Some say the buses that stop at others! Well, who would want that information. I suppose a mention is due to the peculiarities of the buses. Every so often an accordionist gets on to serenade all and sundry and then gets off. It's surreal. The general bus/train/metro station is seedier than most, even King's Cross and Paddington would not come close. I saw a junky take a gold chain from his girlfriend and offer it to the first person that came past him. There is a market on the five corners of Piazza Garibaldi. It's hectic and dodgy even though the police station is in the general station. There are tourists everywhere. The AA guide 2003/2004 thinks most shops are closed. I know it has to be a misprint.

Television is all in Italian. We have Moira (if the world comes to an end I'll be your Morphine) Anderson. Naples has Bianca (we gives a ... if you're all dead, I'm here with a good looking crew)..... She has a voice that needs fifty fags just to get it up in the morning. And attitude like she invented the word.

#### Day 4 – The Course

Problem of disaffected youth – Naples has over seven thousand on its streets through truancy. Their project aims to bring to this group. The enclaves have nothing to do with regular work, and are very fast and loose. Poverty is a further problem and there is no paternal presence. The labour market has stopped for these people, but the black market is open.

There is little or no guidance, as you have to work over one thousand hours to receive guidance – there is no flexibility. Hence the “Young” programme. (see booklet). There are four countries partnered with Italy:

Romania: has a similar problem, common to the former Eastern Bloc countries, with thousands of children in Bucharest in a similar situation to Naples, eg child labour and disaffected youth, etc.

Austria: has a very strong vocational training aspect and children who do not go on to employment or academia have to have literacy and numeracy classes, work experience etc. There is very low unemployment, with greater expectations and outcomes, similar to North Eastern Italy.

Great Britain: Partnered with Bradford. There are strong immigration trends (Asians etc). As a result vocational studies are not completed.

France: there is some vacuum in particular areas.

There was also a rights issue in the different countries have different rules, eg voting ages are very similar, abortion without permission, riding motor-cycles, independent living for youths. This means that it is important to gain common ground across the study groups.

There is also a contrast between the statistics on a macro (national) and micro (local) scale. Therefore, when the studies are published the quantitative will be less important as the qualitative results, which will be much more revealing. There are six factors that have been highlighted as having an

affect: i) Rigidity, ii) Poverty, iii) Housing, iv) Poor Banking System (loan assistance, etc.), v) Poor Youth Welfare Programmes (no integration or well being), vi) Gender. All these are relative to the poor results that have been seen.

A good model will be found through comparisons of the partner's good practice guides (ie what worked and what didn't). Two practices are to be taken from each country. The end product will be constructed around both local and national aspects of the work. The partner groups will be asked to add two items from the ten submitted to their own work for six months to see if there is an improvement. Again this is to find out what works and what doesn't. There are also differences between the transition models (from school to work) in the different countries, so they are also looking for a model for this.

### Citta della Scienza

The Citta della Scienza provides professional training (training courses and skill up dating) in collaboration with Employment Services, and courses for management skills, ICT, etc. They also have an "Incubator" which has twenty-four companies in it. The Incubator involves a Start up club, ICT, Environment and Quality of Life, Planning and Finance, etc. They also aim to help small/innovative businesses operate in a "Cluster", where they help one another by providing services to one another, including IT, Audio Video, Communication, Environmental quality of life. There is also a policy of assisting tenders for European Social Fund money.

### The Italian Education System

The Italian government reformed the school system, along with Employment Law, in March 2003. See the attached sheets for details of the system before and after the reform. Below are some additional details about the different areas.

Pre-primary schooling (age 3-6) is not compulsory. An ICT programme started at Primary School level, but changes were suggested by the government, as a political problem got in the way.

Lower Secondary school (age10/11-14) have a right to education and vocational training. After completing a state examination you can either branch into Academia or vocational training (age 14). The vocational training goes up to degree level. If a person starts off in one branch (Academia or vocational training) and wants to swap, a credit scheme is in place to determine if the change is viable.

Employment figures:

	Italy		
	North	Centre	South
Total	4%	7.4%	19.3%
Men	2.7%	5.4%	9.0%
Women	5.9%	10.3%	28.1%
Under 25yrs	11.2%	24.2%	<b>50.8%</b>

In Campania (the area surrounding Naples) there are approximately 84,000 children truanting from school, which, in some areas, amounts to 20% of the

population. 7,000 of these truanting children come from Naples. Accordingly there is a high rate of people leaving education without a primary certificate or qualifications. However, in 2001 7.8% carried on to university, whereas now 9-10% gain a place.

### Day 5

Education and Guidance in other countries.

#### Iceland

See hand outs.

#### Belgium

In Belgium pre-primary school is not compulsory up to the age of 6. Upon completing primary school (ages 6-12) a General Certificate is awarded. In Secondary Upper School there are three cycles. These three cycles are finished when you reach the age of 18, when the person can then enter the labour market. There are a number of general choices that can be made (General, Technical, or Professional). These choices can be made at 15 and 17, and can also be changed. Guidance takes place at the end of the three cycles. Education is therefore compulsory until the age of 18.

#### Hungary

In Hungary education is compulsory from the age of 6 to 18. Basic education is received between the ages of 6 and 14. . Upon completing secondary education those not going on to a technical profession take a Maturity Examination.

#### Italy

See Astor (Guidance site) and Isfel ( a research Body for the Italian Ministry of Labour).

#### France

See [www.onisep.fr](http://www.onisep.fr) (National office)

See also CIDJ (Ministry of the Young in Sport) [www.cidj.asso.fr](http://www.cidj.asso.fr). There is a national congress of guidance advisers that meets annually.

### Day 6

#### Iceland

In Iceland 40% of those who are aged 35+, 40% have had no education beyond Comprehensive. The total population is 275,000, mostly located in Reykjavik.

Guidance is charged at £25 per hour per person for adults. The service is not marketed. It has links with trade unions, which motivate members/employees to have guidance counselling. There are no centres for guidance, and only three unemployment offices. Unemployment stands at 3%, which is seen as high by Icelanders.

They use the Fulbright Commission (a study in America). There are one hundred and twenty members of the Guidance Counsellors Association. They

use the standards from the IAEVG (International Association of Educational and Vocational Guidance).

### Hungarian Economy and Guidance

It has been only ten years since there were major changes to Hungary's society and economy. At the time of the conference Hungary had been in European Union membership for three days. Under the Socialist government that was no unemployment – full employment existed. Therefore the current unemployment rate of 6.7% has come as a shock to the system, although this is a misnomer. In Budapest the rate is 2.6%, with 1/3% in the West and 30% in the East. The socio/economic position is highly defined by geographical location: the further East of the Danube, the poorer it gets. The population is ten million and decreasing.

At 14 pupils need assistance in guidance/counselling etc. This tends to come from ex-teachers with little or no experience in the skills of counselling or guidance. They have little opportunity to have guidance – it is really a lottery of economic prestige that decides where the pupil goes to (more money-better school etc).

There are more choices at university, where they are sometimes seen by psychologists, but mainly by other students who are assisting.

*So where do you go for guidance!?!*

- Officially the Labour Centre, which has vocational information.
- Private offices – these act as head-hunters for companies. They are mainly staffed by psychologists, who are not guidance counsellors and fail to understand the labour market / job-seeking techniques / CV construction / interview technique etc. They perform tests only.
- Non-Profit Foundation – this is currently very under funded, but European Social Fund money should make this better. The service provided is not very good, with a vast improvement needed. The poorest part of society is catered for by these centres.

You can take a Counselling Degree/Educational Degree. However, there are major issues concerning the migration of professionals to other Western Nations within the European Union.

### Belgium

Guidance in Belgium works in a Psychological, mental, social centre. Special guidance is available for family / employment problems etc. There are meetings with parents, schools and pupils. Guidance has very strong connections with schools, with pupils being tracked from 2 years to 18 years, with Belgians not being allowed to work before the age of 18, even part-time.

There are group meetings that deliver information about apprenticeships, university, employment etc. to pupils, as well as one to one meetings. There is also a Private Service, but this is in direct competition with the above service.

When students reach 18 and go to university they have to use the service and the line with the public service is cut. There are no services to adults in the public but they can use Job Centres and private services.

### Day 7

There was a presentation by Giovanni Maccioni from Eurodesk, which is based in Sardinia. The service began operating ten years ago. It was launched in Scotland in 1990 and developed a UK network between 1991-1994. In 1994-1995 it became more popular and the pilot for Europe was launched, which was successful. Six countries were engaged for the first year, which again proved successful. In 1995 twenty-seven national partners were incorporated. There are currently five hundred regional units, with research being disseminated down from Brussels, where it is collated initially. It is supported and funded by the European Commission, with 50% of their funding coming from the EC and 50% coming from the relevant country.