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BUSINESS FRAMEWORK RESTORATIVE PREVENTION PRACTICES



DROPOUT

Preventive practices and integration in the
workplace for young people with
academic difficulties

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ABOUT THE DROP'OUT PROJECT

BACKGROUND

Through literature, the context of youth unemployment in France and in Europe, a questioning of teaching and learning methods, it appears that the school difficulties experienced by young people are an obstacle to economic growth and employment. It hinders productivity and competitiveness and promotes precariousness and exclusion increasingly important in our Western countries. Early leavers from education and training (link between dropping out and integration into active and professional life) are doomed to suffer **from a lack of skills and qualifications to secure their future**. They are likely to know more quickly than others the unemployment, social exclusion sometimes even delinquency and there are real risks of sinking into violence, associated to many behavioural disorders accentuating the gap between them, society and the world of work. The needs turn out to be at this stage of a more pedagogical than technical nature. There will also be a need for teachers and trainers to **imagine content in terms of media, in facilitation methods** (e.g. MOOC, open and massive free online course and under different participation methods like visions, forum, etc.) for learners who are not necessarily equipped with tablets that are efficient enough to replace the traditional tools and rely on the knowledge of young people in this area. This is why, we believe that DROP'OUT project will be a springboard for offering young people who may have dropped out to re-register in a logic of social integration and work and help them regain confidence and self-assurance from their intrinsic qualities. For teachers and companies, it is an interesting path for job prospects based on motivating learning for both teachers and learners.

OBJECTIVES

The DROP'OUT aims at education and vocational training systems that are effective and more work-oriented most likely future dedicated to young people and in a process of entry into working life. It may help reduce the dropping out of school when the representations remain very erroneous due to a lack of knowledge. In the programs of general education, the combination of school education with professional immersion can also motivate “demotivated” learners and help them prepare for further education and training pathways professionals giving those more options. These are the main educational and integration issues. One of the objectives is also to be able to introduce them to learning from online platforms and/or tools digital by insisting on the fact that they are not ignorant of the object but do not yet know that this one could be a springboard and bring them back both to school and to business. Digitalisation will promote co-learning and the co-creation of content and knowledge, the pooling of skills interactions between the teacher, the trainee and the referent of the company. They aim to meet the challenges of educational success for all young people and can eventually be transferable to other audiences on a pedagogical and methodological logic (migrants, very young children, children subject to attention disorders, etc.). These practices are based on methods contributing to restore a place between the school system and the world of work via conflict management tools, contributions from third parties, benevolence and learning (eg emotional control, stress management).

MAIN RESULTS

- **Business Reference - Prevention and Repair Guide** (This document) - a guide on the “prevention and repair practices” of young people in de-schooling based on training content for social educators and youth accompanists in the “schooling/company” reconciliation process.
- **Training Framework** - a detailed manual allowing the trainers to reach appropriate the knowledge, the know-how and pedagogical processes best suited to the situations encountered, with a common thread pedagogy of action guided by digital education.
- **Online Platform** - To provide young people in difficulty with innovative learning methods to promote their integration into labour market. This online platform will also be adapted to support educators to acquire the knowledge necessary to ensure the transfer and exchanges with young people.
- **Educational Kit and Resource Centre** - will offer adapted methods whose priority objectives are to disseminate them to trainers in order to improve their experience and the quality of training. It will offer tools (case studies, resources, training modules, product sheets and activities, etc.).

ABOUT THE BUSINESS FRAMEWORK/RESTORATIVE PREVENTION PRACTICES

OBJECTIVES

The main objective is to develop a **guide on the “prevention and repair practices” of young people in de-schooling based on training content for social educators and youth accompanists in the “schooling/company” reconciliation process.** Based on the capitalization in Europe of contexts, needs, good practices and innovations **in terms of dropping out of young adult audiences**, this module fits in well with the general objectives of the project **to design a professional referential adapted to the issue of prevention.** Thus the business repository is structured around the practices preventive and remedial measures for educational teams working with young people. It should list a refined inventory of needs through a transnational survey of a panel of stakeholders, an exhaustive definition of the targeted skills, both in the technical field and in the field of transversal skills, of their articulation between them.

CONTENT

The results have been based on the expected and necessary skills inventoried and this, with the aim of pooling and identification of an existing system in order to assess the strengths and weaknesses of the methods provided by our partners. This is why the areas of communication and digital skills - mediation, tension management, listening and those that are more behavioural and transversal, sets a basis the next results to be developed by the DROP'OUT partnership. All of these areas developed in the training will follow a transversal approach on high-quality digital pedagogical skills to place the modules in a framework offering opportunities for innovation. Thus, the business repository is structured around:

- Brief Information on Drop Out Rates And Education System in Partner Countries;
- Good Practices on Preventive and Remedial Measures for Educational Teams Working With Young People
- (Un)Employment Rates and Trends in Partner Countries
- Skills Forecast in EU and by Partner Countries
- Transversal Technical Skills and Soft Skills to Support Employment
- Preventive Practices and Remedial Measures for Educational Teams working with young people
- Learning Areas for Educational Teams working with young people

METHODOLOGY

DROP'OUT partnership has followed two phases to develop Business framework/restorative prevention practices:

1. Comprehensive **DESK RESEARCHES** on i) the current educational systems; ii) the level and common reasons of early school leave iii) the employability rates and skills demands by sectors in their country and iv) good practices to prevent early school leaves and to support re-integration of early leaver into schools and/or labour market.

2. Online **SURVEYS** addressing to teachers and trainers, labour market representatives and social workers have been implemented. The surveys have been designed in three different parts with different target group to get input by the stakeholders in the field on

1. Addressed to teachers and trainers to get input on i) the most common reasons of early school leave; ii) best strategies to prevent drop out and to re-integrate the early school leavers iii) good practices implemented on the topic
2. Addressed to labour market representatives to get input on i) most important technical skills (with a short definition) for sectors defined and represented in the survey; ii) most important transversal skills (with a short definition) for sectors defined and represented in the survey; iii) common technical skills that young people lack when they first enter into labour market; iv) common transversal skills that young people lack when they first enter into labour market; v) any policy and/or practice applied by the sector representatives to provide young people with opportunities to work without having to leave their schools
3. Addressed to social workers to get input on i) the most common reasons of early school leave; ii) best strategies to prevent drop out and to re-integrate the early school leavers iii) good practices implemented on the topic

THE SURVEY IMPLEMENTATION PROCESS

THE NUMBER AND PROFILE OF TOTAL PARTICIPANTS

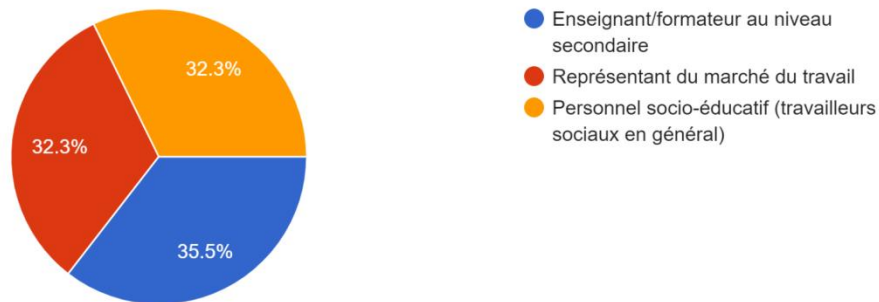
In total, we have 132 responses from all partner countries. 31 teachers/trainers, 37 labour market representatives and 34 social workers have participated in the survey.

The graphs below show profile of participants by country:

FRANCE

Veuillez sélectionner votre profil professionnel

31 responses

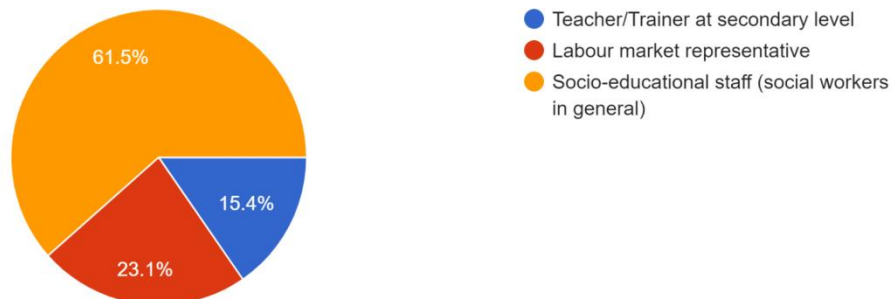


In France, we have 31 responses. 11 teachers/trainers, 10 labour market representatives and 10 social workers have participated in the survey.

GREECE

Please select your job profile

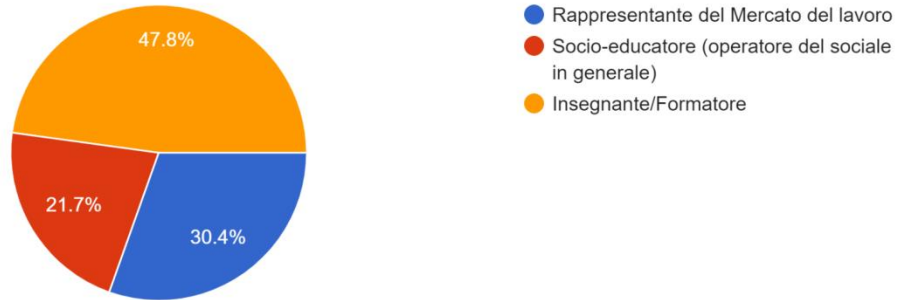
13 responses



In Greece, we have 13 responses. 2 teachers/trainers, 3 labour market representatives and 8 social workers have participated in the survey.

ITALY

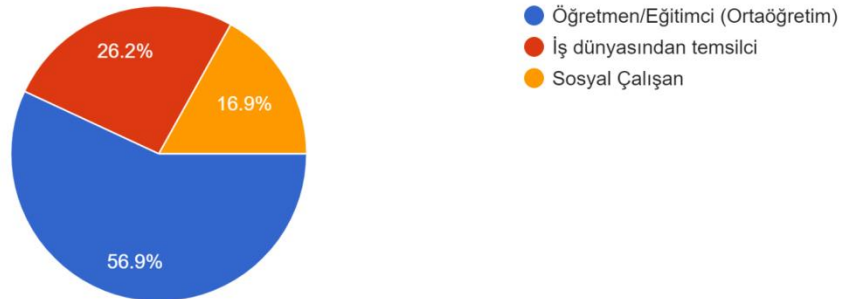
Seleziona il campo di lavoro
23 responses



In Italy, we have 23 responses. 11 teachers/trainers, 7 labour market representatives and 5 social workers have participated in the survey.

TÜRKİYE

Size uygun profili seçiniz
65 responses



In Türkiye, we have 65 responses. 37 teachers/trainers, 17 labour market representatives and 11 social workers have participated in the survey.

THE NUMBER AND PROFILE OF TEACHERS AND TRAINERS

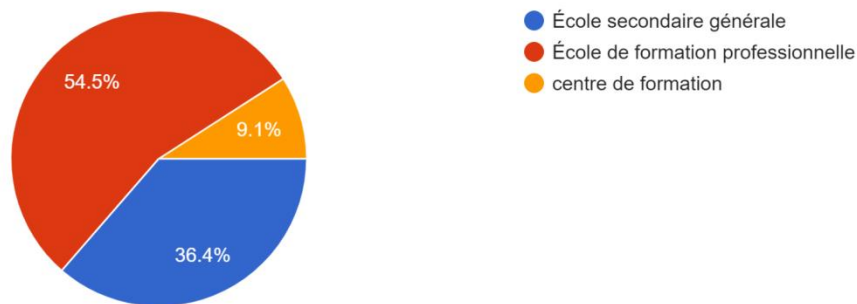
In total, 61 teachers/trainers have contributed to the survey: 11 from France; 2 from Greece; 11 from Italy and 37 from Türkiye. As for the type of organisations, 49 respondents work for VET high school; 6 respondents work for general high school and 6 respondents work for ‘OTHER’ types of organisations including VET agencies (4) and training centres (1).

The graphs below show the types of organisations by country

FRANCE

Veillez préciser le type d'école pour laquelle vous travaillez

11 responses

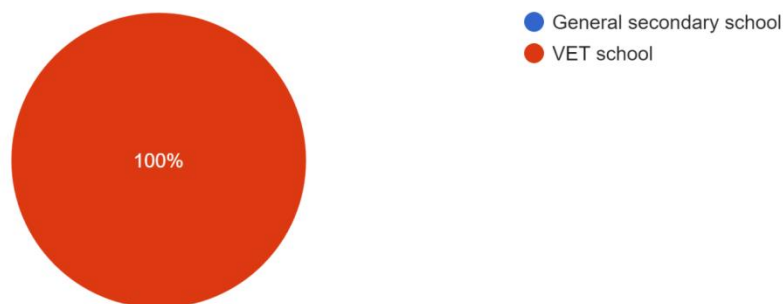


In France, we have 11 teachers / trainers participated in the survey. The distribution of the organisations is: 6 VET schools, 4 general high schools and 1 training centre.

GREECE

Please specify the school type you are working for

2 responses

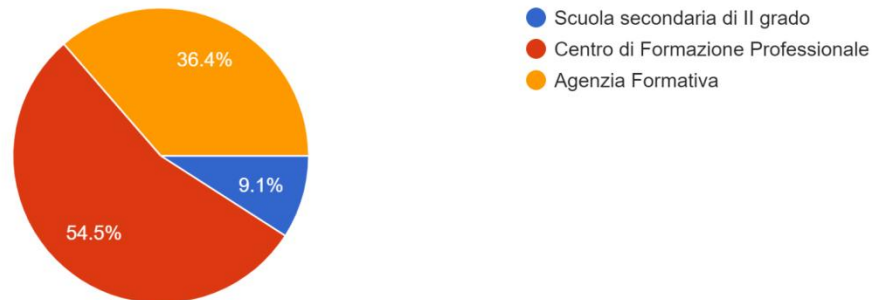


In Greece, we have 2 teachers / trainers participating in the survey. Both of them are from VET schools.

ITALY

In quale tipologia di scuola o ente lavora?

11 responses

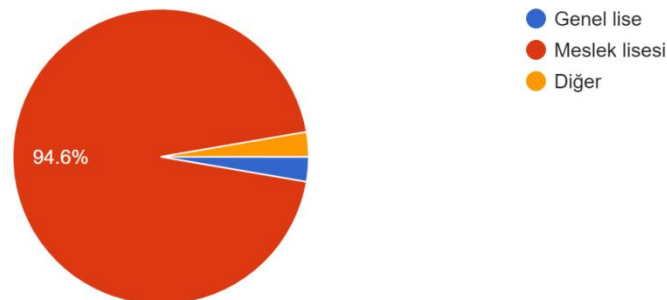


In Italy, we have 11 teachers / trainers participating in the survey. The distribution of the organisations is: 6 VET centres, 4 training agencies and 1 Upper-secondary school.

TÜRKİYE

Çalışmakta olduğunuz okul türünü belirtiniz.

37 responses



In Türkiye, we have 37 teachers / trainers participating in the survey. The distribution of the organisations is: 35 VET schools, 1 general Upper-Secondary school and 1 'OTHER'.

Teachers and trainers have been asked to provide contributions on

- Most common reasons of school dropouts in secondary level
- Best strategies stated to prevent the drop out
- Best strategies stated to re-integrate early school leavers to school
- Digital tools to prevent drop out and to re-integrate the early school leavers shared by the participant
- Good practices
- Further comments and recommendations

THE NUMBER AND SECTORS OF LABOUR MARKET REPRESENTATIVES

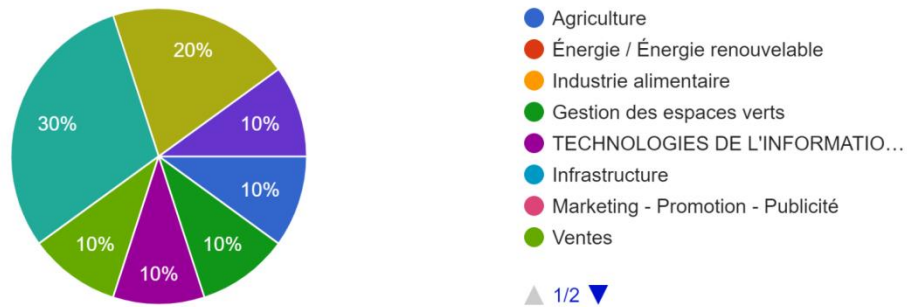
In total, 37 labour market representatives have contributed to the survey: 10 from France; 3 from Greece; 7 from Italy and 17 from Türkiye.

As for the distribution of sectors involved in the survey: 12 ‘Metal/Iron-Steel Industry’; 4 ‘Tourism’; 4 ‘Sales’ 3 ‘Mechanic’; 3 ‘Engineering’; 3 ‘Management of Green Spaces’; 1 ‘Agriculture’; 1 ‘Economic’; 1 ICT; 1 ‘Catering’; 1 ‘Renewable Energy’; 1 ‘Marketing - Promotion - Advertising’; 1 ‘Business services’ and 1 ‘Housekeeping’.

The graphs below show the distribution of sectors by country:

FRANCE

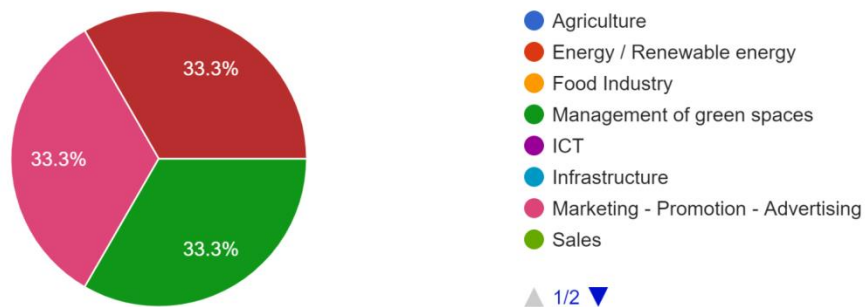
Veuillez préciser le secteur dans lequel vous travaillez
10 responses



In France, we have 10 responses from the labour market. The distribution of the sectors is: 3 from ‘Tourism’; 2 from ‘Mechanic’; 1 from ‘Agriculture’; 1 from ‘Sales’; 1 from ‘Economic’; 1 from ‘Management of Green Spaces’ and 1 from ICT.

GREECE

Please specify the sector you are working
3 responses

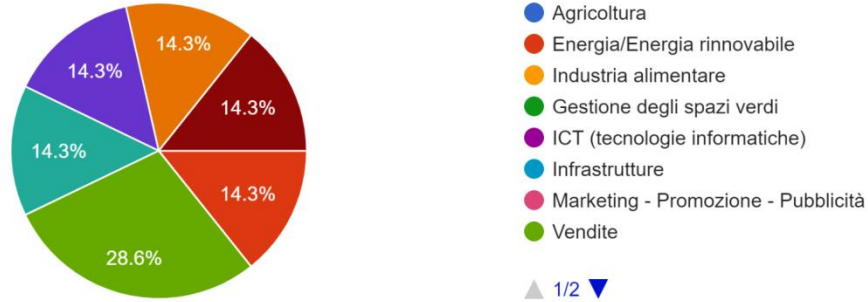


In Greece, we have 3 responses from the labour market. The distribution of the sectors is: ‘Management of Green Spaces’, ‘Engineering’ and ‘Marketing - Promotion - Advertising’

ITALY

Specificare il settore di lavoro

7 responses

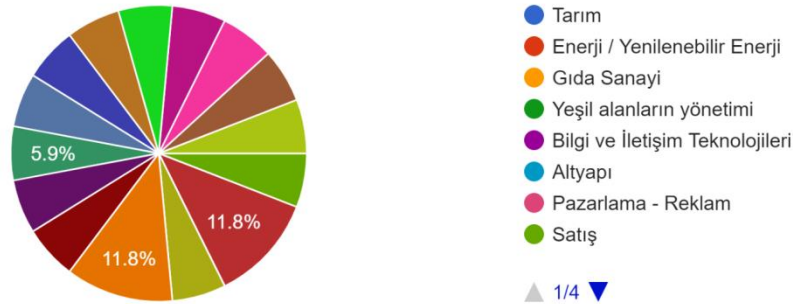


In Italy, we have 7 responses from the labour market. The distribution of the sectors is: 2 from 'Sales'; 1 from 'Tourism'; 1 from 'Catering'; 1 from 'Renewable Energy'; 1 from 'Business services' and 1 from 'Housekeeping'

TÜRKİYE

Lütfen çalıştığınız sektörü seçiniz.

17 responses



In Türkiye, we have 17 responses from the labour market. The distribution of the sectors is: 12 from 'Metal/Iron-Steel Industry', 2 from 'Engineering', 1 from 'Sales', 1 from 'Mechanic' and 1 from 'Management of Green Spaces' sectors.

Sector representatives are asked to provide contributions on

- Most important technical skills defined for each sector represented in the survey
- Most important transversal/soft skills stated by the labour market representatives
- Technical skills that young people lack when they enter into labour market
- Transversal/soft skills that young people lack when they enter into labour market
- The table below summarises the responds by participants

THE NUMBER OF SOCIAL WORKERS

In total 34 social workers from all partner countries have contributed to the survey. 10 from France, 8 from Greece, 5 from Italy and 11 from Türkiye.

They have been asked to contribute on:

- Most common reasons of school dropouts in secondary level
- Best strategies stated to prevent the drop out
- Best strategies stated to re-integrate early school leavers to school
- Most important transversal/soft skills for young people to support their (long-term) employability
- Transversal/soft skills do young people lack when they first enter into labour market

COMPULSORY EDUCATION IN EU AND IN PARTNER COUNTRIES

In Europe, compulsory education starts at the beginning of primary education (ISCED level 1) or at the end of pre-primary education (ISCED level 0). The most common age to start full-time compulsory education is 6 years. Children in France and Hungary are the earliest starters, being required to begin compulsory education at 3 years old. In contrast, children in Estonia and Croatia are not obliged to start education before they reach the age of 7.

In all countries, the full-time compulsory education/training period includes primary and lower secondary education (ISCED levels 1 and 2). In most countries, it also contains one or more grades of upper secondary education (ISCED level 3). Attending at least one year of pre-primary education (ISCED level 0) is compulsory in about half of the education systems. Full-time compulsory education/training refers to a period of full-time education/training that is regulated by law as compulsory for all students. This period is often determined by students' age.

In Europe, full-time compulsory education/training usually lasts 10-11 years and ends at the age of 15-16. The shortest duration (8-9 years) is set in Estonia, Croatia, Poland, Slovenia, Albania, Bosnia and Herzegovina, Liechtenstein, Montenegro and Serbia. In a quarter of European countries, education/training is compulsory for more than 11 years and usually lasts until age 18. The requirement to attend full-time compulsory education/training until the age of 19 is rare, but occurs in 5 Länder in Germany and in some educational programmes in North Macedonia.

If we have a comparative look among DROPOUT project partners, in terms of the full-time compulsory education/training duration, France has the longest duration with 15 years from the ages of 3 to 18 years. It is followed by Türkiye, where it lasts 12 years from the ages of 5 years 9 months to 17 years 6 months. Greece is the third with the duration of 11 years from 4 to 15 years old. Italy has the shortest duration of full-time compulsory education/training duration as 10 years from 6 to 16 years.

When we look at the start of the compulsory education/training, France as the earliest starter is followed by Greece where children at the age of 3 have to begin their compulsory education and Türkiye where children at the age of 5y6m have to begin their compulsory education is the third. And in Italy children have to start compulsory at the age of 6.

TABLE1. Duration of compulsory education/training and students' age-groups, 2022/2023 (Eurydice – Facts and Figures)

	Full-time education/training											Duration (in years)	Additional compulsory part-time Ending age	
	Starting age (y = years; m = months)					Leaving age (y = years; m = months)								
	3	4	5	6	7	14	15	16	17	18	19			
BE fr			5									18	13	Not applicable
BE de			5									18	13	Not applicable
BE nl			5									18	13	Not applicable
BG			5					16					11	Not applicable
CZ			5					15					10	Not applicable
DK				6				16					10	Not applicable
DE (11 Länder)				6								18	12	Not applicable
DE (5 Länder)				6								19	13	Not applicable
EE					7			16					9	Not applicable
IE				6				16					10	Not applicable
EL		4						15					11	Not applicable
ES				6				16					10	Not applicable
FR	3											18	15	Not applicable
HR					7			15					8	Not applicable
IT				6				16					10	Not applicable
CY			5					15					10	Not applicable
LV			5					16					11	Not applicable
LT				6				16					10	Not applicable
LU		4						16					12	Not applicable
HU	3							16					13	Not applicable
MT			5					16					11	Not applicable
NL			5					16					11	Not applicable
AT			5					15					10	18
PL				6				15					9	18
PT				6								18	12	Not applicable
RO			5									18	13	Not applicable
SI				6				15					9	Not applicable
SK			5					16					11	Not applicable
FI				6								18	12	Not applicable
SE				6				16					10	Not applicable
AL				6				15					9	Not applicable
BA				6				15					9	Not applicable
CH		4						15					11	Not applicable
IS				6				16					10	Not applicable
LI				6				15					9	Not applicable
ME				6				15					9	Not applicable
MK			5y 7m							17		19y 6m	11-13	Not applicable
NO				6				16					10	Not applicable
RS			5y 6m			14y 6m							9	Not applicable
TR			5y 9m							17y 6m			12	Not applicable

Starting age:

at ISCED level 0

at ISCED level 1

EDUCATION SYSTEM IN PARTNER COUNTRIES

FRANCE

France has a well-developed education system that is known for its strong emphasis on academic excellence and cultural enrichment. The education system is divided into several levels, including preschool, primary education, secondary education, and higher education.

Compulsory education in France starts at the age of three with preschool, known as "école maternelle." Preschool education focuses on fostering social skills, cognitive development, and introducing basic literacy and numeracy concepts.

Primary education, known as "école primaire," is compulsory for all children aged six to 11. It comprises five years of schooling divided into two cycles: the first cycle covers the first three years (CP, CE1, and CE2), and the second cycle covers the next two years (CM1 and CM2).

After completing primary education, students move on to secondary education. The collège, which is the first stage of secondary education, lasts for four years (sixième, cinquième, quatrième, and troisième) and is mandatory for all students between the ages of 11 and 15.

Upon successfully completing the collège, students can choose between two paths: general and technological or vocational. The general and technological path leads to the baccalauréat (baccalaureate) examination, which is a high school diploma necessary for pursuing higher education. The vocational path focuses on practical skills and leads to the award of a vocational diploma, allowing students to enter the workforce directly or pursue further technical training.

Overall, the French education system ensures that children receive a comprehensive education from a young age. Compulsory education guarantees that every child has access to basic knowledge and skills necessary for their personal and professional development. The system strives to foster critical thinking, creativity, and a broad understanding of the world, equipping students with the tools they need to succeed in their future endeavours.

GREECE

The education system in Greece is centrally controlled by the Ministry of Education and Religious Affairs, which determines long-term goals, regulates curricula content, manages staff recruitment, and oversees funding. The system is free to all citizens at all levels.

Compulsory education in Greece includes primary education comprising pre-schools and primary schools, and lower secondary education represented by "gymnasio". The primary stage lasts 6 years, covering children aged 6-12 years, while the "gymnasio" stage lasts 3 years, covering ages 12-15.

Following compulsory education in Greece, which includes primary education (lasting six years) and lower secondary education (lasting three years), students move onto the upper secondary education stage. This stage lasts for three years and is divided into two distinct paths: the unified upper secondary school (Eniaio Lykeio) and the technical vocational school (TEE).

Upon reaching the age of 15, students have the choice to pursue either vocational or academic courses. The Eniaio Lykeio caters to those who wish to pursue academic studies, while the TEE provides technical vocational education and training.

Finally, upon completion of their secondary education, students can progress to higher education, which constitutes the third stage of the formal education system in Greece. Higher education in Greece includes universities, technological education institutes, and vocational education and training institutes.

ITALY

The Italian education and training system is organised according to the principles of subsidiarity and the autonomy of educational institutions. The State has exclusive legislative competence for the "general rules on education" and for determining the essential levels of benefits that must be guaranteed throughout the national territory. The State, moreover, defines the fundamental principles that the Regions must respect in the exercise of their specific competences. The Regions have concurrent legislative power in the field of education and exclusive competence in vocational education and training. State educational institutions have educational, organisational and research autonomy, experimentation and development.

The educational system is organised as follows:

First cycle of compulsory education of a total duration of 8 years, divided into

- five-year primary school for pupils aged 6 to 11;
- secondary school of first grade, lasting three years, for pupils aged 11 to 14;

Second cycle of education divided into two types of pathways:

- secondary school, of five years' duration, for students who have successfully completed the first cycle of education. The schools organise courses in high schools, technical schools and vocational schools for students aged 14 to 19;
- three-year and four-year courses in vocational education and training (iefp) of regional competence, always aimed at students who have successfully completed the first cycle of education.

Higher education offered by Universities, Higher Education Institutions for Arts, Music and Dance (AFAM) and Higher Technical Institutes (ITS) with different types of courses:

- tertiary education offered by universities
- tertiary education courses offered by AFAM institutions (Higher Arts, Music and Dance Training)
- vocational tertiary training courses offered by ITS (Higher Technical Institutes)

In summary, compulsory education lasts 10 years, from 6 to 16 years of age, and includes the eight years of the first cycle of education and the first two years of the second cycle (Law 296 of 2006), which may be attended in secondary school - state - or in regional vocational education and training. At the end of the period of compulsory education, usually at the end of the second year of secondary school, in case the student does not continue his studies a certification of the acquired skills is issued (Ministerial Decree 139 of 2007). After passing the final state

examination of second-level secondary education, the student can access tertiary education courses (universities, Afam and ITS). Some university courses are limited in number and students must pass an entrance test.

TURKIYE

The Ministry of National Education (MoNE) conducts educational activities on a central level in the Republic of Turkey. The cycles of education is made up of Early Childhood, Primary and Lower Secondary, Upper Secondary and Higher Education.

Onwards the 2012-13 academic year compulsory education in Turkey increased to 12 years is divided into three stages. The first stage is a 4-year primary school (1st, 2nd, 3rd and 4th grade), the second stage is a 4-year lower secondary school (5th, 6th, 7th and 8th grade) and third-tier, four-year is an upper secondary school (9th, 10th, 11th and 12th grade). In addition, early childhood education is also compulsory along with the primary and secondary education for the individuals who are in need of special education.

Primary school education covers children of 69 months and 10 year-olds and is the responsibility of the General Directorate of Basic Education, the Ministry of National Education. In addition, early childhood education is also compulsory along with the primary and secondary education for the students who are in need of special education.

Secondary education covers children of 10 to 14 years old. The actions of the General Directorate of Basic Education and Secondary Education and religious secondary schools are carried out under the responsibility of the General Directorate of Religious Education in the Ministry.

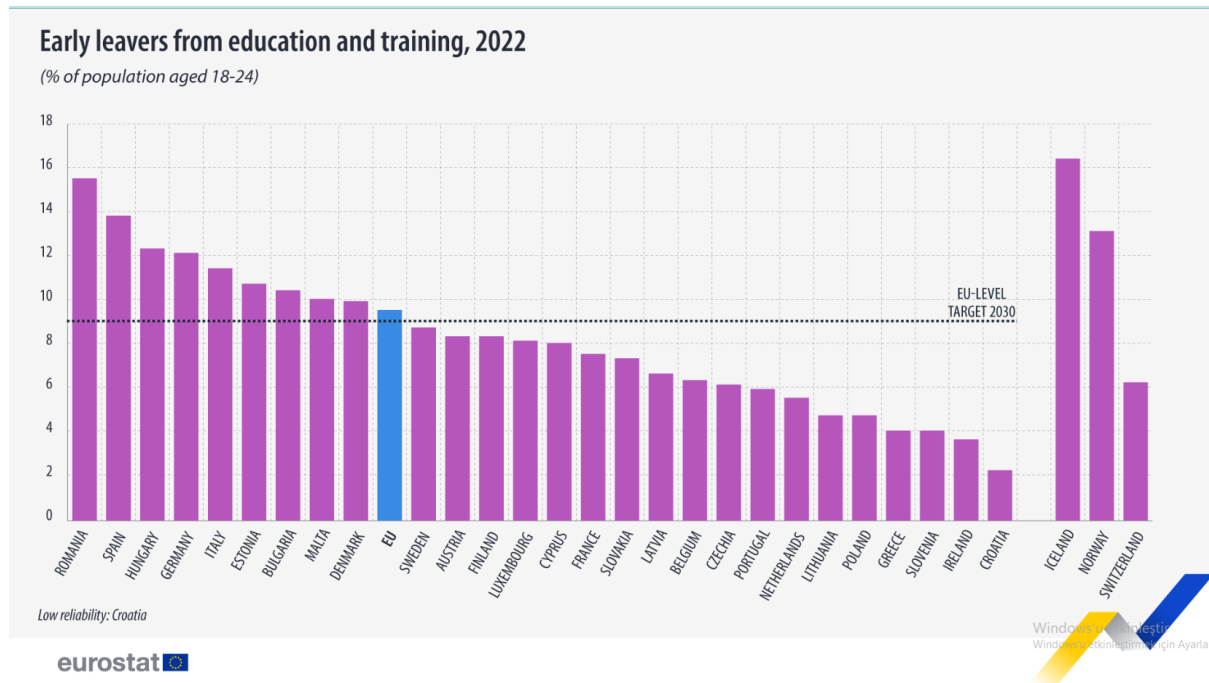
Upper Secondary Education covers Anatolian High School, Science High School, School of Fine Arts, Sports High School, School of Social Sciences, the Anatolian Religious High Schools and High Schools conducting vocational and technical programs. Such training is aimed at children aged 14 to 18 years and at those who are above 18 in Vocational Education Centres and it is the responsibility of General Directorate of Secondary Education, the General Directorate of Vocational and Technical Education and General Directorate of Religious Education. Furthermore, schools conducting special training programs for the training of persons with disabilities and special educational institutions are under the responsibility of the General Directorate of Secondary and High School Level and Special Education and Guidance Services.

In addition, the education of the individuals with special needs are carried out at Special Vocational Education Centres, Special Education Vocational Schools and at Special Education Vocational Practice Schools, all of which are run by General Directorate of the Special Education and Guidance Services of the Ministry of National Education.

DROP OUT BY NUMBERS

The share of “early school leavers” that is young people aged 18-24 leaving early from education and training has steadily decreased in the EU over the last 10 years, from 13% in 2012 to 10% in 2022. Still, there is some way to go to reach the target of reducing the rates of early school leavers at the EU level to below 9% by 2030.

- Eighteen EU members have already met the EU-level target for 2030 for this indicator: Belgium, Czechia, Ireland, **Greece (%4)**, **France (6,7%)**, Croatia, Cyprus, Latvia, Lithuania, Luxembourg, the Netherlands, Austria, Poland, Portugal, Slovenia, Slovakia, Finland and Sweden.
- In 2022, the EU members that reported the **lowest** shares of early leavers from education and training were Croatia (2%), Ireland, Slovenia and **Greece (each 4%)**, Poland and Lithuania (each 5%).
- In contrast, the **highest** shares were recorded in Romania (16%), Spain (14%), Hungary, Germany and Italy (each 12%),
- The proportion of early leavers from education and training among persons aged 18-24 was highest in Türkiye, with 27.5 % of young men and 25.8 % of young women in 2020 (no 2021 or 2022 data available).



When we look at the figures of partner countries, Türkiye has the highest rates of early school leavers followed by Italy. Greece has the lowest rates of early school leavers and France stand at the second row within the partnership.

COMMON REASONS FOR DROP OUT

Although, the rates of early school leavers are quite different among partner countries, the reasons for early school leaves stay similar. In all partner countries, low academic success, and consequently low self-esteem, take the first place. Family issues such as economic difficulties, low socio-cultural levels are also among the most frequent reasons in partner countries. Other reasons can be grouped as the ones derived from the school such as low profile of the school, lack of cultural and sportive activities, teachers' lack of knowledge in terms of counselling and setting a good dialogue with young students and the peers like bullying, exclusion, etc.

To briefly present, the most common reasons for early leave can be grouped and summarise as follows:

- **Low Academic Success** – derived from demanding/challenging curricula; learning difficulties (not recognised); lack of interest; or lack of differentiated and individualised learning programs to be provided by teachers, etc
- **Personal Issues** – families with low socio-cultural level and economic difficulties, lack of interest to school (subjects), etc
- **Education teams/teachers/trainers** – with lack of skills and tools for recognising the learners at the risk of drop out, counselling and setting a good dialogue with young students using inclusive language
- **Peers** – bullying, exclusion, a sense of not fitting in; friends already drop out, etc
- **School environment** – with a low profile; lack of social & cultural activities; lack of good governance, etc

GOOD PRACTICES TO PREVENT EARLY SCHOOL LEAVE AND RE-INTEGRATE EARLY SCHOOL LEAVERS INTO EDUCATION/TRAINING OR LABOUR MARKET

AT POLICY LEVEL BY NATIONAL/REGIONAL/LOCAL AUTHORITIES OF EDUCATION

FRANCE

To address the issue of early school leaving and promote reintegration of early leavers, national, regional, and local authorities in France have implemented various policies, strategies, and programs. These initiatives aim to provide support, guidance, and alternative pathways for students at risk of dropping out, ensuring their continued education and successful transition into the workforce. Here is an overview of a comprehensive program implemented by the authorities of education in France:

Program title: "Second Chance Education Program"

Objectives: The Second Chance Education Program is designed to prevent early school leaving and facilitate the reintegration of early leavers into the education system. Its primary objectives include reducing dropout rates, providing educational opportunities for those who have left school, and equipping them with skills and qualifications for future employment.

Target Group: The program primarily targets young individuals aged 16 to 25 who have left school without completing their secondary education. It focuses on reaching out to early leavers and offering them an opportunity to re-engage in education and training.

Methodology:

- *Outreach and Identification:* Authorities actively identify and locate early leavers through collaborations with schools, local communities, and social services. This outreach helps establish contact with potential participants and informs them about the program.
- *Individualized Support:* The program provides individualized support to participants based on their specific needs and circumstances. Dedicated counselors and mentors work closely with each participant, offering guidance, motivation, and personalized learning plans. This approach ensures that the support is tailored to address the unique challenges and aspirations of each individual.
- *Flexible Learning Pathways:* To accommodate the diverse needs and situations of early leavers, the program offers flexible learning pathways. It provides a range of educational options, including part-time schooling, vocational training, apprenticeships, and distance learning. These alternatives enable participants to pursue their education while balancing other responsibilities, such as work or family commitments.
- *Vocational Training and Skills Development:* The program emphasises vocational training and skills development to enhance participants' employability. It collaborates

with local businesses, industries, and training providers to offer hands-on vocational training programs aligned with labour market needs. This approach ensures that participants acquire practical skills and qualifications in demand by employers.

- *Personal and Social Development:* Apart from academic and vocational skills, the program places importance on personal and social development. It offers support in areas such as communication skills, teamwork, self-confidence, and career guidance. Participants receive assistance in exploring career options, developing job-seeking skills, and understanding the labour market.

Tools: To facilitate the implementation of the program, authorities of education in France utilize various tools, including:

- **Information and Communication Technology (ICT):** The program leverages ICT tools to provide online resources, virtual classrooms, and e-learning platforms, enabling participants to access educational materials and engage in remote learning.
- **Career Guidance and Counselling Services:** Dedicated career counsellors help participants explore various career pathways, identify their strengths and interests, and make informed decisions about their educational and career choices.
- **Collaboration with Community Organizations:** The authorities collaborate with local community organizations, non-profits, and NGOs to widen the reach of the program and provide additional support services, such as financial assistance and social support.
- **Monitoring and Evaluation Systems:** To assess the program's effectiveness and identify areas for improvement, authorities have put in place monitoring and evaluation systems. These systems track the progress of participants, measure learning outcomes, and gather feedback from both participants and educators.
- **Recognition of Prior Learning (RPL):** The program acknowledges and values prior learning experiences and competencies of participants, allowing them to gain credits for their existing skills and knowledge. This recognition encourages participants by acknowledging their previous achievements and progress.
- **Peer Support Networks:** The program fosters peer support networks to create a sense of community and belonging among participants. Peer mentors, who have successfully re-integrated into education or employment, provide guidance and motivation to new participants.

Through the Second Chance Education Program, the authorities of education in France have demonstrated a commitment to addressing the issue of early school leaving. By offering individualised support, flexible learning options, vocational training, and holistic development, the program aims to empower early leavers with the skills and confidence needed to succeed in their educational and professional pursuits.

GREECE

The Greek education system has implemented Early Warning Systems with the objective of preventing dropout and facilitating the reintegration of early leavers. These systems are designed to identify students who are at risk of dropping out by monitoring indicators such as attendance, academic performance, and behaviour. By detecting warning signs early on, educational authorities can intervene promptly and provide targeted support to struggling students. The methodology involves regular data analysis to identify patterns and trends, collaboration among teachers, counsellors, and parents, and the implementation of appropriate interventions and personalised learning plans. The tools used may include student tracking systems, data management software, and support resources such as tutoring, counselling, and mentoring programs. The authorities continually assess the effectiveness of these systems to ensure their impact on reducing dropout rates and promoting successful reintegration into the education system.

ITALY

Giovani Sì is the project of the Tuscany Region for the autonomy of young people. The Tuscany Region, within the GiovaniSì project, periodically activates tools and calls for support for study and training for young people: Right to University Study (DSU), Research (Joint Research Grants; Higher Education and Research), Pegaso Scholarships, High Training Vouchers (Italy and abroad), Training for strategic sectors (Higher Technical Training Education pathways-IFTS and Strategic Training Projects), Education and Vocational Training (IEFP), Pathways for transversal competences and for guidance (School-work Alternance), Entrepreneurship Training, Guidance, Higher Technological Institutes (ITS Academy), Technical and Technical Vocational Centres (PTP), Technical and Vocational Institutes (ITP), University Charter "Student of Tuscany". The calls are aimed at young people from 14 up to 35 years and are financed with regional, ministerial, Youth Guarantee Programme, ESF+, Fund for Development and Cohesion (FSC) and PNRR - NextGenerationEU resources.

TÜRKİYE

“Early Warning and Monitoring System - EUS” was set in 2022 by the MoNE. EUS is software based system, which can carry out evaluation related to several indicators; defines the students with early school leave risks at an early stage and, by this way, provides the possibility of early intervention. With this system, which is at piloting phase, MoNE aims to increase the schooling rate, especially at the upper-secondary level, to 100%.

“MESEMP - Vocational Education Center Programme” has been implemented since 2021 in vocational and technical high schools under the coordination of MoNE. Learners registered in MESMP have theory classes for one day at school and 4-day practice at companies in their first 2 years. The theory classes are increased to 2 days in their last 2 years. After the 11th grade they receive a journeyman's certificate; and after 12th grade they receive a certificate of mastership. Under MESEMP, there are no predetermined departments since they are opened following

learners' demand. This programme aims to keep the learners with high level of absenteeism and at the risk of early school leave in education and support their involvement into the employment.

GOOD PRACTICES AT PROJECT LEVEL

FRANCE

"Support Networks for Student Success" encompasses a range of initiatives, programs, and services tailored to meet the diverse needs of students. These networks bring together teachers, administrators, counsellors, mentors, parents, and peers to collaborate in supporting students holistically.

Objectives: The initiative aims to create a comprehensive network of support services within schools to prevent early school leaving and provide necessary assistance to students at risk. The objective is to enhance student engagement, academic achievement, and social well-being.

Target Group: The initiative targets students at risk of early school leaving, particularly those from disadvantaged backgrounds, students facing learning difficulties, or those with low motivation and engagement.

Methodology:

- *Multi-Dimensional Support:* The initiative implements a multi-dimensional support system within schools that addresses various aspects of students' lives. It includes academic support, counselling services, mentoring programs, and extracurricular activities to foster student engagement and motivation.
- *Early Intervention and Personalized Support:* Schools proactively identify students at risk and provide early interventions. Dedicated counsellors, teachers, and support staff work closely with identified students, offering personalized support, guidance, and mentorship. This personalized approach ensures that students receive the assistance they need to overcome challenges and stay connected to their education.
- *Collaboration and Partnerships:* The initiative fosters collaborations with community organizations, social services, and local businesses to provide additional resources and opportunities for students. This includes internships, career exploration programs, and access to support services beyond the school environment.

Tools and Results:

- Counselling services and personalised support plans.
- Mentoring programs to provide guidance and motivation.
- Extracurricular activities and clubs to enhance student engagement and social well-being.
- Collaboration with community organisations and businesses to provide additional resources and opportunities.

The "Support Networks for Student Success" initiative offers a comprehensive model for preventing early school leaving and supporting students at risk. The focus on multi-dimensional support, early intervention, personalised assistance, and collaboration with stakeholders aligns

with the goals of the DROPOUT project. This best practice can inform the development of effective support networks and interventions within the project, ensuring the successful prevention of dropout and reintegration of early school leavers.

GREECE

Title of the project/programme: Reintegration through Second Chance: A Greek Initiative to Prevent Early School Leaving

Objectives: The Greek initiative aims to prevent early school leaving and support the reintegration of early school leavers into the education system. The primary objectives are:

1. Reduce early school leaving rates below the European Union's "Europe 2020" target of 10%.
2. Improve access rates to the second stage of secondary education.
2. Increase the participation of young people in democratic life and foster active citizenship.

Target Group: The target group for this initiative includes young people aged 18-24 who have not completed the lower cycle of secondary education and are at risk of becoming early school leavers. Additionally, the initiative extends support to young people aged 16-29 who are not in education, training, or employment (NEET).

Methodology: The Greek approach adopts a strategic policy framework for addressing early school leaving. The main axes of this framework are Prevention, Intervention, and Compensation. The initiative focuses on formal education measures, non-formal and informal learning, as well as quality youth work.

Tools and Measures:

1. Compensatory Education and Remedial Teaching: These measures aim to reintegrate students into the learning process, allowing them to complete compulsory education and enhance their access to the second stage of secondary education.
2. Schools of Second Chance (SCS): Established in accordance with the Government Gazette 1861 / B / 2014, SCS are public schools for adults under the context of Lifelong Learning. They offer a chance for young people over 18 years of age, who have not completed the nine-year compulsory education, to obtain a degree equivalent to a high school degree and integrate into society and the workforce.
3. Institute of Educational Policy (IEP) Observatory: The IEP monitors and processes data for effective tackling of early school leaving, allowing for evidence-based policy decisions.
4. Youth Policy Measures: These measures promote and facilitate the participation of young people in democratic life and active citizenship.

ITALY

The School Engagement Service (SAS - Servizio di Aggancio Scolastico) is an integrated intervention that aims to increase awareness of the skills already possessed (by enhancing multiple intelligences) and self-efficacy of the boy at risk of school leaving (or early school leaving). The student in a situation of abandonment first experiences a "cognitive self-disadvantage", an existential failure and then struggles to regain the sense of the educational challenge. In SAS, children experience an educational style based on a "communicative approach in tune", centered on the affinities, empathy and closeness between operators and children and a model of evaluation not sanctioned, in which the significant informal relationship plays a decisive role.

Objectives: Priority objective is to act in close connection with schools, students, families and Territorial Educational Educational Services to offer relational, orientation, reorientation and educational opportunities to students at high risk or already in dispersion, in order to reactivate the motivation for formation, learning and "reconciliation" with the school world.

Target Group: Children 12/18 in a school dropout situation or at risk of dispersion

Methodology: The theories taken as a model of inspiration for the construction of the SAS project are related to the Mindset theory (Carol Dweck), the Empowerment theory (Zimmerman and Rappaport) and the Kolb Experiential Learning Model (1984). The various activities proposed therefore have as a reference methodological frame the imperative to foster awareness of their strengths and weaknesses in a perspective of growth and development, encouraging the transition from a static mindset centered on the perception of failure to a dynamic and reactivating mindset.

The tutor and the trainers who will guide the talks and the laboratories will try to develop in each boy meta-cognitive skills, that is, skills that allow to develop self-reflective on cognitive phenomena, feasible thanks to the possibility of distancing themselves, self-observe and reflect on one's own mental states. The construction of a SAS is based on some pedagogical-institutional principles of reference:

Partnership and network work

It refers to the idea that to address complex educational and social issues (early school leaving and training) an approach is needed in which several different actors provide each other with skills/ resources to offer the territory innovative solutions and paths of work.

Statement of reasons/reasoned opinion

Today, it seems to represent one of the most significant interpretations of the theme of facing early school leaving. The recovery of personal motivation, the sense of learning, in addition to being one of the significant objectives of the SAS, represents a horizon of stimulating work from the point of view of reflection and experimentation in our contexts.

Active pedagogy

In addition to being a powerful stimulus to the renewal of teaching in the offers stimuli and work tracks (the atelier, the laboratory) for the experimentation of innovative and personalized paths of contrast to dispersion.

Voluntariness

The student can choose to contact the SAS (in connection with the reference network) and this represents a first element of interest and willingness to change that are necessary to start paths of emancipation and recovery of motivation.

Parenthesis

The SAS service starts from the assumption that, in the evolutionary path of a young person who has a conflictual relationship with the school (often accompanied by other personal, social and family difficulties) provide a break (a parenthesis) can be useful to recover the motivation to study, a certain self-esteem and the desire to get back in the game. For this reason, the SAS does not represent a segment of the parallel education system, but the possibility for the young person to enjoy a break to recover a certain personal solidity to effectively address the learning experience.

Pedagogical autonomy of the SAS

The SAS model in Belgian experience, but also in Bologna, is based on a wide pedagogical and organizational autonomy of each structure that can adapt its activities and paths to the characteristics of a territory, emerging needs and the characteristics and potential of operators, while having as reference the shared objectives.

The family as a possible protective factor in contrast paths to dispersion

The constant involvement and information of families in the personalized educational project is one of the central points of the SAS model and takes place periodically starting from the reception and ending with the exit of the young person from the service.

Multidisciplinary team of operators

The idea of providing different professional skills within the SAS pedagogical teams (educator, psychologist, social worker, professional trainer, teacher) is one of the most interesting innovations of the service studied and more generally of the integrated approach in addressing complex social and educational issues such as early school leaving.

Tools and Results:

The individual and group actions that can be activated within the School Engagement Service can be divided into the following macro-categories:

- Individual orientation and/or re-orientation interviews
- Activation of professional, craft and creative laboratories, laboratories on motivation, self-esteem and personal planning, laboratories for the development of basic skills (soft skills), made with professionals* experts* industry, assisted* by tutors with pedagogical skills, able to ensure the care of the size of the group and individual accompaniments in support of personalized paths. The themes around which the workshops will focus.
 - activation of visits to the production/ work/ craft of the territory;
 - periodic meetings with all actors of the project: student, family, school, services for monitoring, verification, reprogramming;
 - taking care of the "return" to the school and/or training system, through the meditative function of the tutor, orientation/reorientation actions, activities agreed with the relevant teachers/teachers;

Second, the methodology of **Pedagogie de Chantiers** (Pedagogia di Cantiere) encourage and develop in the participants forms of active citizenship, through concrete and practical activities. The activities, on the one hand, give way to learn through doing, becoming active actors, at the heart of their training, and thus recovering confidence in their abilities. On the other hand, through their contribution to the recovery and enhancement of a common good, they give participants the feeling of belonging to a community and contributing to the well - being of all. This methodology has been applied for some years on the territory of Bologna for the hooking of school dropouts.

Objectives: Acquisition of some practical skills conceived as a means to strengthen soft skills (the lack of which is the basis of the mechanisms of social exclusion) fundamental to guarantee the means for autonomy and the freedom to choose one's professional and life path.

Target Group:

- Children 12/18 in a school dropout situation or at risk of dispersion
- Unaccompanied foreign minors
- Young NEETs

Methodology: It is a pedagogical approach requiring the learner to be constantly in action, through which he will learn. He will thus develop skills and a critical sense thanks to the use of his knowledge in realizing "something" tangible, in the concretization on the construction site of which he is fully an actor.

The epistemological roots of the concept of *Pedagogie de Chantiers* are to be traced back to the time *when the active pedagogies*, developed during the early seventies, affirm themselves as a critical movement against the previous linear and trans-missive model "from teacher to pupil." The protagonists of the movement are scholars and educators who, while diversifying techniques, methods and contexts of application, share the basic references: A.S. Makarenko, M. Montessori, J. Dewey, O. Decroly, R. Cousinet, C. Freinet. The elements that characterize active pedagogies are:

- the recognition of the learner as an active subject in the learning process, with previous knowledge related to their own experience;
- the idea that learning should no longer be considered as a linear and one-way path linked to the student's "skills" and abilities;
- the promotion of training activities that allow the participation and the putting into play of knowledge, motivation and personal interests of the student;
- the reference to concrete experience and lived in participatory and real contexts in which to experiment to learn (for example, the natural method of Freinet 1974).

Tools and Results:

The PDC consists of 5 educational functions:

1. Reception
2. Activation
3. Communication with the territorial context
4. Monitoring
5. Orientation

Management tools have been created for each educational function; A practical guide to the creation of workshops according to site pedagogy is also available.

TÜRKİYE

The highest rates in early school leave is among the upper-secondary schools in Turkey. And VET high school takes the first place in school drops among the upper-secondary school. To increase the profile of VET schools and lower the school leaves in VET, MoNE has started a project at national level:

“1000 Schools in VET Project” was initiated in November 2021 by MoNE.

Objectives:

- Lower the differences among VET schools and other general high schools aiming academic success
- Provide vocational education which is sensitive to sector demands, focused on employability and in collaboration with stakeholders.

Target group:

- VET school management team
- VET teachers
- VET students

Methodology:

- Providing trainings for VET directors, teachers and students
- Basic Skills Trainings
- Personal Development Trainings
- Improving infrastructure and technical equipment

Results:

- **Basic Skills trainings** for 40 thousand 951 VET learners
- 6 thousand 544 **academic support courses** for 62 thousand 283 VET learners
- **First aid trainings** for 45 thousand 37 VET teachers ve 81 thousand 323 learners
- 126 youth centres where **psychosocial development support** was provided for 205 thousand 172 learners
- 5 thousand 429 **career days** for 103 thousand 578 learners
- **Theater and cinema days** for 15 thousand 27 learner

- 9 thousand 494 **seminars on drug addiction** for 320 thousand 708 learners
- 924 **trainings for families attended** by 9 thousand 228 people
- **Open online education** for 11 thousand 58 **parents**
- **Family visits with motto of "VET Meeting with Families"** attended by 13 thousand 892 families and 21 thousand 390 learners

Transferability:

- The holistic approach of the project
- Inclusion of the parents and each stakeholders in the process
- Focus on the psychosocial and personal development
- Using digital tools

GOOD PRACTICES AS CIVIL/SOCIAL INITIATIVES

FRANCE

The Service d'Aide aux Jeunes en Difficulté (SAJD) is a civil/social initiative in France that aims to prevent dropout and support the reintegration of early school leavers. Its objectives include providing guidance, support, and resources to young people facing challenges, promoting their educational success, and facilitating their transition into further education or the workforce.

Target Group: The initiative primarily targets young people who are at risk of or have already dropped out of school. The focus is on those facing various difficulties, such as socio-economic disadvantages, family issues, learning difficulties, or social integration challenges.

Methodology:

- *Individualised Support:* SAJD provides individualised support to young people, taking into account their unique circumstances and needs. Trained professionals, including social workers and counsellors, work closely with each participant to assess their situation, develop personalised action plans, and provide guidance throughout the process.
- *Counselling and Mentoring:* The initiative offers counselling services to address academic, personal, and social challenges that may contribute to early school leaving. Qualified professionals provide guidance, emotional support, and advice to young people, helping them overcome obstacles and make informed decisions regarding their education and future.
- *Vocational Guidance and Career Support:* SAJD focuses on vocational guidance and career support to enhance participants' employability and facilitate their reintegration into education or the workforce. This includes assisting young people in exploring career options, providing information about vocational training programs, apprenticeships, and job opportunities, and helping them develop necessary skills for employment.
- *Partnerships and Referrals:* The initiative collaborates with various stakeholders, including schools, local authorities, employment agencies, and community organisations, to leverage resources and provide comprehensive support. Through

partnerships, SAJD can refer young people to additional services, such as financial assistance programs, mental health support, or specialised educational programs, to address their specific needs.

Tools:

- Individualized action plans: Participants receive personalized action plans that outline their goals, actions, and timelines for reintegration or educational success.
- Workshops and training sessions: SAJD organizes workshops and training sessions on various topics, including study skills, job search techniques, interview preparation, and personal development.
- Information resources: The initiative provides access to information resources, such as educational materials, job listings, and educational opportunities, to support participants in their journey.

The SAJD initiative exemplifies a civil/social initiative that effectively addresses the challenges of early school leaving and supports the reintegration of early school leavers. Its focus on individualised support, counselling, vocational guidance, and partnerships aligns with the objectives of the DROPOUT project. Lessons learned from SAJD can contribute to the development of tailored interventions and support systems within the project, ensuring the successful prevention of dropout and reintegration of early school leavers.

GREECE

Schools of Second Chance is a social initiative in Greece, aimed at preventing early leaving from education and training (ELET) and supporting re-integration of early leavers is known as the "Schools of Second Chance" (SCS). This initiative was established in accordance with the Government Gazette 1861 / B / 2014.

Objectives: The primary objective of the Schools of Second Chance is to provide an opportunity for young people over the age of 18 who have not completed the nine-year compulsory education to obtain a degree equivalent to a high school degree. The initiative seeks to reintegrate these early leavers into the learning process and enable them to integrate into the social, economic, and professional structures.

Target Group: The target group of the Schools of Second Chance includes young people over 18 years of age who have dropped out of the educational system before completing the mandatory nine-year education period. These early leavers are provided with a second chance to complete their education and acquire a high school degree.

Methodology: The Schools of Second Chance operate as public schools for adults within the context of lifelong learning. They offer an alternative educational pathway for individuals who may have faced challenges in completing their education through traditional means. The initiative focuses on providing tailored learning opportunities to meet the needs and interests of the learners.

Tools: The Schools of Second Chance employ various tools and resources to support early leavers in their educational journey. These may include flexible learning programs, individualized learning plans, mentoring, and counseling services to address specific barriers that caused the early dropout.

The establishment of the "Observatory" by the Institute of Educational Policy (IEP) also plays a vital role in supporting the initiative. This Observatory is responsible for monitoring and recording data related to early school leaving, contributing to a more effective approach to tackle the issue.

Through the implementation of the Schools of Second Chance, Greece aims to reduce early school leaving rates, provide young people with an opportunity to complete their compulsory education, and increase their access to the second stage of secondary education.

It is important to note that while there is no widely applicable national strategy for tackling early leaving from education and training in Greece, initiatives like the Schools of Second Chance demonstrate the efforts made by civil and social actors to address the issue and support the re-integration of early leavers back into the educational system.

ITALY

The NEET-WORK project is aimed at young people between 18 and 29, who are going through a particular period of their personal life. I am out of school and work, with little motivation to take action, perhaps disillusioned or perhaps waiting for new opportunities. To these young adults in transition, the project offers an opportunity to get back in the game: a path of exploration of their abilities, real and potential, acquisition of new skills, reactivation of motivations. All this through experiential workshops with orientation in the craft sector but also playful and sports, accompanied by a case manager of some local social cooperatives involved in the project. For participation in laboratories is provided for economic recognition. The workshops have been designed to offer the opportunity to live positive experiences, compared to the context and sociality, working on oneself through the alternation of different activities to increase the sense of self-efficacy and feel part of a group with which to share experiences, knowledge and skills. The goal is to build together - young people, case managers, institutions and communities - a personalized project of growth, encouraging personal and collective empowerment and producing a significant change in the lives of the people involved and in the community.

TURKIYE

ERG (Eğitim Reformu Girişimi - Education Reform Initiative) is an independent and not-for-profit think-and-do-tank that contributes to systemic transformation in education for development of the child and society through sound evidence, constructive dialogue and innovative/critical thinking. Evidence-based decision-making processes in education concerning stakeholder engagement and ensuring the access of all children to quality education are the key elements of systemic transformation. ERG, established in 2003, is a good example for the Turkish civil society, since it is an initiative supported by leading foundations in Turkey.

Promoting a multidisciplinary approach to education policy and practices, ERG carries out its' research and education activities through ERG Education Observatory unit and Education Laboratory.

INITIATIVES BY LABOUR MARKET

FRANCE

In France, labour market representatives have implemented initiatives to make vocational education more attractive and provide employability opportunities for youth at school. One such initiative is the "Apprenticeship Promotion Campaign."

Objective: The objective of the Apprenticeship Promotion Campaign is to raise awareness among young people about the benefits and opportunities offered by apprenticeship programs. The initiative aims to change perceptions and promote vocational education as a viable and rewarding pathway to successful careers.

Target Group: The initiative primarily targets students in secondary schools, particularly those in the final years of their education. It aims to engage young people at a crucial stage in their academic journey when they are making decisions about their future education and career paths.

Methodology:

- *Information and Awareness Sessions:* Labour market representatives organise information and awareness sessions in schools to present apprenticeship programs as an attractive option. Representatives from various industries, employers, and successful apprentices share their experiences, highlighting the advantages of apprenticeships, such as practical training, financial benefits, and immediate employability prospects.
- *Vocational Training Opportunities:* The initiative provides information about the range of vocational training opportunities available through apprenticeships. It showcases different sectors and industries that offer apprenticeship programs, emphasising the potential for skill development, career progression, and long-term employment prospects.
- *Partnership with Employers:* Labour market representatives collaborate with employers to create apprenticeship positions and opportunities. They establish partnerships with businesses, industries, and professional organizations, encouraging them to participate in apprenticeship programs and provide quality training experiences for students. This collaboration ensures that apprenticeships align with current industry needs and offer relevant skills development.
- *Mentorship and Guidance:* Labour market representatives facilitate mentorship and guidance programs, connecting students with professionals in their desired fields. Mentors provide insights, advice, and support to help students navigate the apprenticeship process and make informed decisions about their career paths.

Results:

- *Increased Awareness:* The Apprenticeship Promotion Campaign has led to increased awareness among students about apprenticeship programs as a valuable educational pathway.
- *Enhanced Perception:* The initiative has helped change perceptions about vocational education, highlighting its benefits in terms of practical skills, employability, and career advancement opportunities.
- *Higher Participation:* The number of students choosing apprenticeships has shown an upward trend, indicating a positive response to the campaign and increased interest in vocational training.

The Apprenticeship Promotion Campaign demonstrates a successful approach to promoting vocational education and providing employability opportunities for youth at school. Its focus on information dissemination, partnerships with employers, mentorship, and guidance aligns with the goals of the DROPOUT project. Insights from this initiative can contribute to the development of strategies and interventions within the project to make vocational education more attractive and provide employability opportunities for youth, ultimately preventing dropout and facilitating successful transitions into the labour market.

GREECE

Vocational Training Course with Private Sector Partnership: One of the real initiatives by the labour market in Greece to make vocational education more attractive and provide employability opportunities for youth at school is a vocational training course that has been launched in partnership with the private sector. This initiative is aimed at addressing the challenges of youth unemployment and aligning vocational education more closely with the labour market to enhance the employability of participants.

Objectives: The main objective of this initiative is to bridge the gap between vocational education and the labour market, making vocational training more relevant and attractive to young individuals. By involving the private sector in the curriculum development and providing practical training opportunities, the initiative seeks to equip participants with the skills and expertise demanded by employers, thus increasing their chances of finding decent and sustainable employment.

Methodology: The vocational training course is designed to be more practical and hands-on, contrasting the traditional theory-based approach that often lacks direct links to the labor market. Participants in this program spend three days a week with a partnering company and the remaining two days at a vocational school. This innovative model allows students to gain real-world experience while learning, enhancing their understanding of industry demands and requirements.

Benefits: This initiative offers several benefits for both participants and the local economy:

1. **Enhanced Job Prospects:** By providing practical training and aligning the curriculum with industry needs, the initiative enhances participants' job prospects, making them more competitive in the labour market.
2. **Increased Self-Confidence:** Participants gain confidence in their abilities as they develop practical skills and knowledge, making them more self-assured in pursuing job opportunities.
3. **Higher Income Potential:** Equipping participants with relevant skills and expertise increases their chances of obtaining higher-paying jobs, contributing to their financial independence and overall well-being.
4. **New Skilled Workers for the Economy:** The partnership with the private sector allows the local economy to access a pool of skilled workers who can contribute to productivity growth and economic development.

It is important to note that this initiative draws inspiration from the Swiss vocational education and training system, known for its strong partnership between the state and the private sector. The Swiss Agency for Development and Cooperation (SDC) has utilized this experience to promote a similar change in Greece's vocational education system, emphasizing practical training and private sector involvement in curriculum development.

By focusing on quality vocational skills development and ensuring fair access to training opportunities for all, including those from disadvantaged backgrounds, this initiative seeks to tackle youth unemployment and create a more dynamic and inclusive labour market in Greece.

ITALY

Training in practice: the Training Enterprises of CEFAL (Imprese Formative di CEFAL) Particularly significant in the training paths of CEFAL is the experience of the training enterprise, among the few in Italy.

The training enterprise is a company within the school where:

- study merges with practice,
- you learn from experience,
- teachers are skilled craftsmen and technicians,
- school-work alternation is practised,
- you do internships in the company,
- attention is focused on the ethical aspect of economic activities

The student acquires skills, practising the profession, benefiting from services of pedagogical support and socio occupational accompaniment. The assumption is that the student learns better through an experience that is not simulated, but lowered into a true productive context. In addition to putting into practice the technical and theoretical notions learned at school, students also learn to relate to real customers, to manage unexpected situations and to relate to peers/ colleagues in a professional context.

TÜRKİYE

Cooperation for Vocational Education Project (ISO MEIP) has been implemented since January 2019 with the cooperation of Istanbul Chamber of Industry (ISO), Istanbul Chamber of Commerce (ITO), Istanbul Technical University (ITO) and Ministry of Education (MoNE).

ISO MEIP aims to increase the attractiveness of vocational and technical education schools and prepare learners for quality and sustainable employability providing high quality and relevant training. With this aim, Protocol Executive Boards have been set in project schools to collaborative decide on the school management, training programs, apprenticeship and skills development of students with the participation of school directors and industrialists.

Methodology: 40 vocational and technical schools, 1 Vocational Education Centre, 11 Fine Arts High School and 23 Special Education Vocational Schools in Istanbul have been met with 140 industrialists who are members of ISO professional committees. With this functional matching and innovative school management, 50.000 students, 2700 teachers and 220 school directors and vice-directors has been involved in the process.

Results:

- apprenticeship and skills development opportunities for students in real production environments of companies
- private-sector based management trainee program for school directors
- professional and personal development training for teachers
- seminars on digital transformation and technology trends for students
- SoftTalk events where VET students and sector representative meet

Besides ISO MEIP, labour market representatives also support the processes actively in “MESEMP” and “1000 Schools in VET Project” whose details stated.

EMPLOYMENT RATES AND TRENDS

FRANCE

According to INSEE (National Institute of Statistics and Economic Studies), in the second quarter of 2023, 2.2 million people are unemployed according to the definition of the International Labour Organization. This number is increasing by 20,000 people compared to the previous quarter. The unemployment rate is fairly stable (+0.1 point) at around 7.2% of the active population (excluding Mayotte). It remains 0.2 points lower compared to the second quarter of 2022 and below 3.3 points from its peak in mid-2015. It remains close to its lowest level recorded in the second quarter of 1982 (7.1%)

The youth unemployment rate is significantly higher than that of the rest of the population. In 2022, it reached an average of 17.3% for those aged 15-24, compared to 6.6% for those aged 25-49 and 5.2% for those aged 50 and older. The unemployment rate is calculated among the active population. However, before the age of 25, most young people are still in education and therefore, few are considered active. When measured as a percentage of the total population, the share of unemployed individuals among those aged 15-24 (7.3%) approaches that measured among those aged 15-64 (5.4%).

In 2022, the unemployment rate for men (7.5%) is close to that of women (7.1%). Prior to the economic crisis of 2008-2009, the unemployment rate for men was significantly lower than that of women. However, between 2012 and 2016, it had become slightly higher.

The unemployment rate is higher for those with lower levels of education. In 2022, it reached 13.2% for individuals with at most a middle school diploma (brevet des collèges), compared to 4.7% for those with a higher education degree. It falls at an intermediate level for those with a vocational diploma (BEP or CAP) at 7.7% or a high school diploma (baccalauréat) at 8.7%.

Following the first oil crisis in 1973, when it did not exceed 4%, the unemployment rate sharply increased until the mid-1980s, surpassing 8% of the active population. Periods of recession (1993, 2008-2009) or strong economic slowdown (2001) thus resulted in sustained increases in the unemployment rate.

In 2020, during periods of activity restrictions and population lockdowns, job search efforts were limited, and the availability for work was reduced, resulting in a deceptive decline in unemployment. In 2022, the unemployment rate continues its decline that began in 2016, decreasing by 0.6 points over the year, reaching its lowest level since 1982 (7.1%).

In 2022, 72% of the unemployed have been unemployed for less than 1 year, and 57% for less than 6 months. In contrast, 27% have been unemployed for 1 year or more; these are referred to as "long-term unemployed." 13% of the unemployed have been in this situation for at least 2 years; they are then classified as "very long-term unemployed."

GREECE

According to the available seasonally adjusted data, the Gross Domestic Product (GDP) in terms of volume was up by 5.2% in Q4 2022 compared to Q4 2021 and up by 1.4% compared to Q3 2022. During Q4 2022:

There were 4 135 231 people in employment and the number of jobseekers was 558 416.

- The unemployment rate stood at 11.9%, representing a slight increase compared to the previous quarter (Q3 2022), which was 11.6%, but a significant decrease compared to the same quarter of the previous year (Q4 2021) which was 13.2%. However, the unemployment rate in Greece remains high.
- Employment decreased by 1.9% compared to the previous quarter, but presented a significant increase of 2% compared to the corresponding quarter of the previous year.
- The number of unemployed persons increased by 0.5% compared to the previous quarter, but decreased significantly (by 9.6%) compared to the corresponding quarter of the previous year.

The number of economically inactive persons (in other words people who do not work or are not seeking work) stood at 4 351 018. For citizens under 75, the number of economically inactive persons was 3 130 986. The figure increased by 2.3% over the previous quarter and decreased by 1.7% compared to the same quarter of the previous year.

The unemployment rate is highest among women, persons aged 15 to 24 years, in the Region of Thessaly and among people who have attended only a few years of elementary school. The highest employment rates are recorded in men, aged 30 to 44 years, in the Region of Attica, among people who have completed post-secondary education and among foreign nationals.

During Q4 2022, the majority of employees worked as salaried employees (69.6%) while the percentage of self-employed without staff (19.8%) was also significant. The part-time employment rate is 8.1%, while the temporary employment rate is 6.3%. Part-time employment increased by 10.1% compared to the previous quarter and decreased by 9.2% compared to the same quarter of the previous year. Temporary employment decreased considerably (-24.7%) compared to the previous quarter, but increased (2.1%) compared to the same quarter of the previous year.

The occupations with the largest percentage of employees are professionals (22.4%) and service providers and salespersons (20.9%). Compared to the previous quarter, the largest increase was seen among professionals (2.9%), whereas the largest decrease was seen among service providers and salespersons (-8.7%). Compared with the same quarter of the previous year, the largest increase was seen among operators of industrial plant, machinery and equipment (9.5%), while a decrease was seen among service providers and salespersons (-6%) and technicians and related professionals (-4.4%).

ITALY

The unemployment rate (15-74 years) in 2022 is 8.1%. **The youth unemployment rate (15-24 years) is 23.7%**. Although both indicators are lower than in previous years, they remain quite high, in particular when compared to other EU countries. In 2022, Italy is the 3 most prosperous EU country for unemployment rate and the 2 most unemployed in the country for the rate of young people not studying, not working and not looking for work (NEET).

Italian employment and unemployment rates depend heavily on gender (against women), geography (against the South) and the low number of graduates and graduates. In addition to implementing specific policies aimed at mitigating these distortive effects, Italy should invest more in the integration between the academic and working world.

In the five-year period 2023-2027, companies and the Public Administration will need about 3.8 million workers, 72% of whom (2.7 million) will replace those employed leaving the labour market (the so-called replacement demand). The remaining 28% of demand will represent the entry of new workers due to economic expansion that will result in a growth of the employment stock of over one million workers (the so-called expansion demand).

Commerce and tourism will have a need for over 750 thousand units in the five years, the operational services to support businesses and people and the PA in the strict sense of about 567 thousand units, the "health" sector will require 477 thousand employed, that "training and culture" 436 thousand, "finance and consulting" almost 430 thousand units and "construction and infrastructure" 270 thousand units. It is estimated that about 70% of the employment flow activated by PNRR investments should be concentrated on four sectors: "construction and infrastructure" (21%), "tourism and commerce" (18%), "advanced services" (16%) and "training and culture" (13%).

The greater quota the occupational requirement 2023-2027 will regard the Lombardy with beyond 714 thousand units (pairs to 19% of the national total), followed by Lazio (379 thousand units), Veneto (346 thousand units) and Emilia Romagna (almost 336 thousand units). Looking instead at the dynamics (in terms of the relationship between needs and current employment stocks), the top positions are occupied by Trentino Alto Adige, Sicily and Friuli Venezia Giulia.

It is estimated that between 2023 and 2027 34.3% of the employment requirement will be for staff with tertiary (university or vocational) education and 48.1% for those with upper secondary technical and vocational training. Comparing demand and supply of workers with tertiary education, overall, shows an insufficient supply to cover the needs of the economic system for 9 thousand units per year, with significant differences between the different fields of study. In detail, it is expected that the shortage of graduates will be more marked in the medical-health sector (12 thousand graduates will be missing each year), in the economic-statistical (8 thousand annual units) and of workers with a tertiary degree in STEM disciplines (6 thousand units per year). Taking into account the broad lines of secondary vocational technical education and training, it is estimated that the current overall training provision could only meet 60% of potential demand over the next five years, with more critical mismatch levels for transport and logistics, construction, fashion, mechatronics, mechanics and energy.

TÜRKİYE

Labour Force Statistics (2022 Eurostat) releases the **unemployment rate as 10.4%**. The number of unemployed persons aged 15 years old and over decreased by 337 thousand persons to 3 million 582 thousand persons in 2022 compared to the previous year. The unemployment

rate decreased by 1.6 percentage points to 10.4%. It was estimated at 8.9% for men and 13.4% for women.

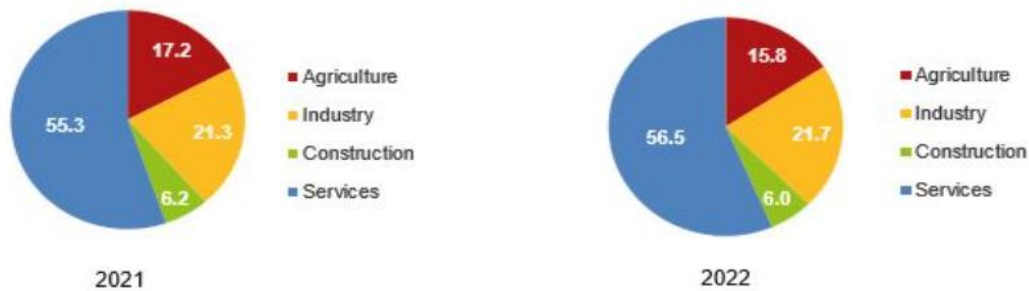
Employment rate realised as 47.5% - Number of employed persons aged 15 years old and over realised as 30 million 752 thousand persons with 1 million 955 thousand persons increase and employment rate occurred as 47.5% with 2.3 percentage point increase in 2022 compared to the previous year. This rate was estimated at 65.0% for men and 30.4% for women.

Labour force participation rate realised as 53.1% - Labour force realized as 34 million 334 thousand persons with 1 million 618 thousand persons increase and labour force participation rate realized as 53.1% with 1.7 percentage point increase in 2022 compared to the previous year. The labour force participation rate was estimated 71.4% for men and 35.1% for women.

Youth unemployment rate was 19.4% - The youth unemployment rate in the 15-24 age group was 19.4% with 3.2 percentage point decrease compared to the previous year. While this rate was estimated 16.4% for men and 25.2% for women.

56.5% of total employment was in services sector - In 2022, 15.8% of total employment was employed in agriculture, 21.7% was employed in industry, 6.0% was employed in construction and 56.5% was employed in services sector. While the share of employed in industry realized as 0.4 percentage point increase and the share of services realized as 1.2 percentage point increase, the share of agriculture realized with 1.4 percentage point decrease and construction realized with 0.2 percentage point decrease compared to the previous year.

Distribution of employment by sector, (%), 2021, 2022



SUMMARY

To have a more comparable data, when look at the Eurostat data for the unemployment rate in youth aged 14 - 24 in 2022, we see it is 14.5% in EU countries. This rate varies across the partner countries: 17.3% in France, 31.4% in Greece, 23.7% in Italy and 19.6 in Türkiye. Greece has the highest unemployment rate in young people aged 14 - 25, followed by Italy and Türkiye. Within the partner countries, France has the lowest unemployment rate in young people aged 15 - 24.

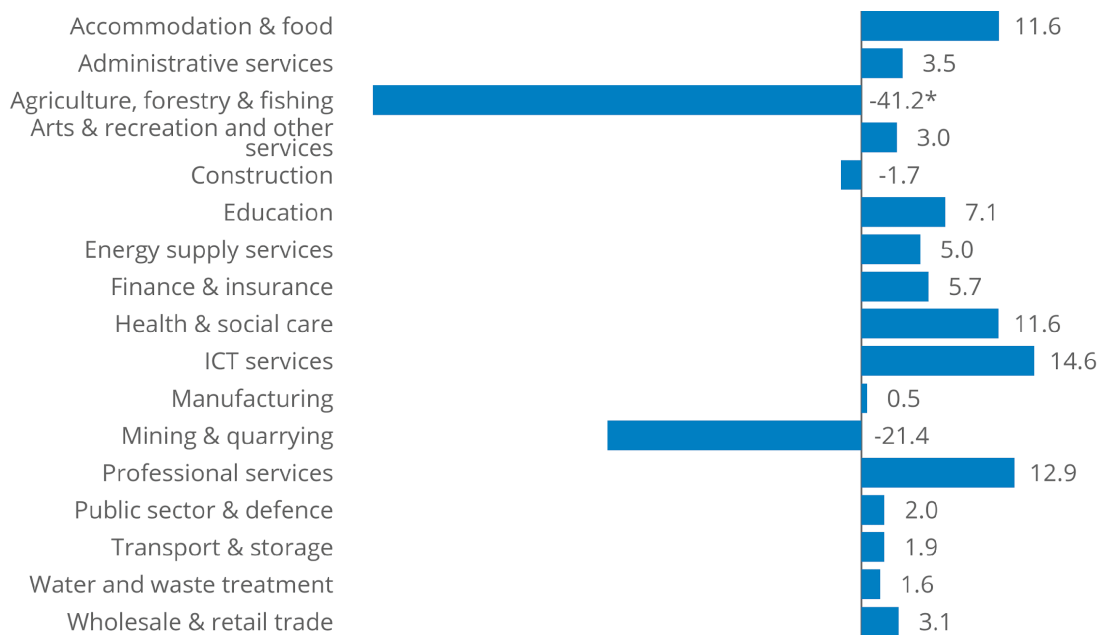
When we look at the distribution of sectors in total employment by countries, health & social care, and wholesale & retail trade are the top two sectors in France; agriculture, the maritime industry and tourism are important sectors of the Greek with highest employment rates; manufacturing and wholesale & retail trade are the first two sectors in the employment rates in Italy and service sector has the biggest rate in total employment, followed by agriculture in Türkiye.

SKILL FORECAST IN EU

In a context of dynamic and complex labour markets, gathering intelligence on current and future skill needs can support better matching of training and jobs. Cedefop Skill forecast tool offers quantitative projections of future trends in employment by sector of economic activity and occupational group. Future trends on the level of education of the population and the labour force are also estimated.

To help the young people take the best decision for themselves in their learning and career pathways, educational teams working with young people should know how to access the information on trends in employment and skills forecast at national and EU level. Since this is a very dynamic context, they should also follow the updates to provide up to date mentoring and counselling for the young people.

Future employment growth by sectors in EU27 in 2022-2035



CEDEFOP

Future employment growth mean in EU27 over the period 2022-2035 is estimated at 1.2. The minimum is -41.2 for Agriculture, forestry and fishing, while the maximum is 14.6 for ICT services. Together with Agriculture, forestry and fishing, well below the average is Mining and quarrying.

SKILL FORECAST ACROSS PARTNER COUNTRIES

FRANCE

France is the second largest EU economy. According to the data by CEDEFOP on “Sector employment by occupations in France” in 2021, the three sectors that dominate its employment: health & social care, wholesale & retail trade and manufacturing. Some leading global companies have their headquarters in France.

The country’s labour market faces some challenges in recent years. Unemployment rate remains above EU average and the employment growth was mediocre. France is expected to perform better in forthcoming years, with **stronger growth of both employment and working age population** (15-64).

ICT services should lead the employment growth over the period to 2030, followed by accommodation & food sector and health & social care. The occupational forecast shows clear signs of job polarization. Although high-skilled occupations, such as researchers & engineers or legal & social professionals will be creating more new jobs, the fastest growing occupation will be cleaners & helpers, followed by sales workers.

To learn more about other sectors, please visit <https://bit.ly/cedefopskillsintelligencefrance>

GREECE

According to the data by CEDEFOP on “Sector employment by occupations in Greece” in 2021, the top three sectors are Wholesale and retail trade, Agriculture, forestry and fishing and Manufacturing. Agriculture, the maritime industry and tourism are important sectors of the Greek economy, which recovers slowly from long and deep recession. The country has still the highest unemployment rate in the EU and size of employed workforce decreased by almost 10% in just last five years.

The forecast paints more optimistic future for Greece, with decent employment growth, driven by health & social care, ICT services and construction. Sales workers and health care occupations are predicted to grow substantially till 2030. Although most job openings (including replacements for vacated jobs) till 2030 will be for high- or medium-level qualifications, decent job opportunities will be available for low-skilled people, too.

To learn more about other sectors, please visit <https://bit.ly/cedefopskillsintelligencegreece>

ITALY

According to the data by CEDEFOP on “Sector employment by occupations in Italy” in 2021, the top three sectors are Manufacturing, Wholesale and retail trade and Health and social care. Italy is among those Member States in which the manufacturing sector - associated with the production of niche and luxury products - still makes up a considerable share of its economy, particularly in the north and centre of the country. The economy is characterised by a marked north-south divide, with GDP per head being much higher in the northern regions.

Italy has mostly recovered from economic recession. Unemployment rate is decreasing, but manufacturing is still expected to lose jobs in the period of 2020-2030. The employment growth will be driven by administrative services, accommodation & food and wholesale & retail trade,

with hospitality & retail managers, construction workers and office associate professionals being the fastest growing occupations. More than half of total job openings (including replacements for vacated jobs) till 2030 will require high-level qualifications but job opportunities for people with medium qualifications will still be ample.

To learn more about other sectors, please visit <https://bit.ly/cedefopskillsintelligenceitaly>

TÜRKIYE

According to the Eurostat data, services (56.5%) is the leading sector in employment in 2022. Industry (21.7%), Agriculture (15.8%) and Construction (6.0%) are the following three sectors. There is no information on the Skills Intelligence Tool by CEDEFOP for Türkiye. But, we can have some insights from the publication of “Future of Work - Turkey’s Talent Transformation in the Digital Era” prepared by McKinsey & Company (January 2020). According to the publication, considering the net changes in sectors through 2030, it is seen that labour need is shifting toward service sectors. While an increased need for labour in sectors such as retail sales and service, food and beverage and accommodation, healthcare and social aid is estimated, a decreased need for labour in sectors such as agriculture, administrative and support services, and mining is expected in Türkiye by 2030.

TARGETED SKILLS IN THE TECHNICAL FIELD IN EU

Technical skills are sets of abilities or knowledge used to perform practical tasks in the areas of science, the arts, technology, engineering, and maths. Technical skills typically require the use of certain tools and the technologies required to use those tools. In most cases, the acquisition of advanced technical skills requires specialised training or education, which takes both time and resources. The nature of work is changing, and technology is playing a greater role in almost all professions. Yet even as more and more tasks become automated, there's still enormous value in technical skills. In fact, in the complex, hybrid workplaces of the future – where tasks and goals are accomplished through a blend of machine and human power – technical skills will become more valuable than ever.

When we think of technical skills, and we mostly imagine something related to IT or technology – data science, maybe, or computer programming. Or, as in the case of our survey participants, the technical skills are considered as too specific to a specific job. In fact, the term “technical skills” spans the huge variety of “hard” skills that are necessary for many jobs and industries. For this fact, the DROP’OUT partnership has defined transversal technical skills that every employee will need to be successful in labour market by analysing the survey results, doing desk research and interviews with sector representatives, along with benefitting from EU tools and resources in the field.

While providing guidance for young people, educational teams should not only focus on the specific hard skills that a specific job requires, but also the technical skills, which the future employer will benefit in almost all sectors. Informal learning pathways even in digital contexts can help people develop these transversal skills. Supporting educational teams with these digital tools is of great importance to prepare young people for working life. Below is a list of most important technical skills transversal across several sectors:

Computer skills

Nowadays, the job market is more competitive than ever, and computer literacy is vital. Almost everyone has to have at least some computer skills to succeed in their job. This covers office suites, presentation software, and communication tools. On top of that, tech-forward positions need an in-depth knowledge of computer technology. For example, this may include HTML or CSS, social media, and Adobe Suite.

- Operating system (Windows, Mac OS X)
- Microsoft Office
- Word processing
- Skype, Zoom, Slack

Technology skills

Technology skills allow employees to succeed in tech-forward industries. Some of the most in-demand skills are systems administration and information security. Also, skills like drafting, quality assurance, and software development are valuable.

- Programming
- Video conferencing
- IT optimization
- Networking

Research & analysis skills

Data analysis is one of the most popular tools in the competitive market nowadays. Researching and analysing data helps companies identify opportunities, and competitors, and create new products. Thus, analysing big data and putting the results to practical use is valuable in any industry.

- Research
- Data collection
- Data analysis
- Reporting
- Summarising & categorising

Programming and Software

Programming involves many different skills and is used in a variety of industries. From Information Technology to Web Development, programming is a widely beneficial skill. Examples of technical skills for programming include:

- Programming languages (HTML, CSS, JavaScript, Python, etc.)
- Cloud computing
- Front-End Development
- Back-End Development
- Cybersecurity

Art & design skills

Apart from creative positions, art, and design skills are valuable in most jobs. Industry trends often guide the skillset of professional designers. So, the hard skills essential for designers are always changing and evolving. But, some of the most valued design skills are UX design and Adobe Creative Suite.

- UX /UI design
- Responsive design
- Wireframing
- Branding
- Visual Design (Color Theory, Typography, etc.)

Project management skills

Project management skills are valuable across most industries. They allow employees to execute large-scale projects without any hiccups. Moreover, employees with project management skills can minimize risks and costs and meet all requirements and deadlines, making them valuable assets. Some of the key project management skills include agile methodology, scheduling, and deliverable management.

- Project planning
- Business analysis
- Scheduling
- Project control
- 3Rs

Sales skills

Hard sales skills are formal and technical abilities learned in sales training, workplaces, seminars, and training courses. They include things like product knowledge, goal setting, CRM software management, business communication, sales presentations, and industry-specific skills.

- Product knowledge
- Product development
- Business communication
- Sales presentations & sales demos

Marketing skills

Marketing skills consist of both hard and soft skills. Because many companies are shifting their marketing online, digital marketing skills are also in demand. Among the hard skills vital for a good marketing skill set are SEO, SEM, and content management. Also, research and analysis skills are crucial for marketing.

- Search engine optimization (SEO)
- Copywriting
- Social media marketing
- Content management systems

Social Media

Social media has become a driving factor for online engagement. As a result, employers have begun to seek out job applicants with backgrounds and skills in using social media. The following technical skills are great for those of you looking for work in social media:

- Engagement Metrics
- Ad Campaigns
- Promotion Tactics
- Customer Research
- Expertise in Specific Platforms (Instagram, Facebook, Twitter, etc.)

Accounting skills

Accountants and other financial professionals use a variety of software in their work. An understanding of these programs is critical in any accounting or financial position. For example, being proficient in Microsoft Excel or Hyperion will boost your efficiency. Other examples of accounting skills include big data analysis, QuickBooks, or ERP knowledge.

- Accounting principles
- Budgeting
- Cash flow
- Cost analysis

Finance skills

The finance skill set involves hard skills that help companies succeed and make a profit. One of the most sought-after finance skills is understanding various financial software. Moreover, forecasting, budgeting, investment management, accounting, and bookkeeping are all invaluable financial skills.

- Financial modelling
- Financial systems
- Forecasting
- Risk analysis

Management

Becoming a manager is no small feat – the job requires a tremendous amount of technical talent! From planning and organizing to ensuring the satisfaction of the staff, managers do it all. Here are five final technical skills for management:

- Budgeting
- Contract Negotiation
- Hiring and Onboarding
- Project Planning
- Staff Scheduling

Customer Service

As a skill set, customer service entails several qualities like active listening, empathy, problem-solving and communication. Customer service is used in many jobs at every level. While traditionally you might think of customer care as a service from a business to a consumer, it is also applicable within a business.

Foreign language skills

With global companies on the rise, bilingual employees are more in demand than ever. In some cases, employers also look for knowledge of technical or industry-specific terms.

SOFT SKILLS FOR (LONG-TERM) EMPLOYABILITY

UNESCO defines transversal skills as: “Skills that are typically considered as not specifically related to a particular job, task, academic discipline or area of knowledge and that can be used in a wide variety of situations and work settings (for example, organisational skills).”

Employers are more likely to hire and retain individuals with soft skills, because they feel professionalism and hard skills are not enough to meet the organisational goals and objectives. Soft skills enable the staff of an organisation to have better decision-making skills and communicate effectively within the organisation and with all the business stakeholders. Therefore, having soft skills increases employability for students and recent graduates, but they also allow them to navigate through life with a bit more ease.

Educational teams working with young people should be aware of the importance of soft skills for students’ employability and success in all sphere of life. They need to have digital and innovative tools to help young people gain these skills. The DROP’OUT partnership concluded the most important soft skills as follows:

ICT Skills: Having even a basic understanding of ICT – Information and Communications Technology – can open up a lot more opportunities in the workplace, whether you’re working in a shop, an office or elsewhere in industry. Most employers today expect their staff to be able to use a computer and, used well, technology is a tool that can empower you and help you succeed. Along with English and maths, ICT qualifications are arguably the most important to be able to offer an employer.

Green Skills: Green skills include specific skills to modify products, services or operations due to climate change adjustments, requirements or regulations. Green skills, that is, skills needed in a low-carbon economy, will be required in all sectors and at all levels in the workforce as emerging economic activities create new (or renewed) occupations.

Communication Skills: Effective verbal and written communication, active listening, and the ability to convey information clearly and appropriately.

Teamwork and Collaboration Skills: The ability to work well with others, contribute positively to a team, and collaborate effectively towards common goals.

Adaptability: is a soft skill that means you easily adjust to changing circumstances. An adaptable person in the workplace can keep up with moving priorities, projects, clients, and technology. They're skilled at dealing with changes at work, whether process updates or their work environment.

Flexibility: Flexibility has become an increasingly valuable skill in modern workplaces where unpredictability and change are often constant. When you are flexible, you are able to deal with unexpected challenges quickly, calmly and efficiently.

Problem Solving: Problem-solving is a complex skill which involves critical thinking, decision-making, creativity, and information processing. Effective problem-solvers use a systematic approach that allows them to break down difficult problems into smaller, more manageable parts.

Critical Thinking: is the ability to analyse facts and form a judgement. It is a form of emotional intelligence. Someone with critical thinking skills can think clearly and rationally when the situation demands it. It allows them to perform problem-solving and decision-making more effectively.

Multitasking: refers to the ability to manage multiple responsibilities at once by focusing on one task while keeping track of others. In the workplace, multitasking often involves switching back and forth between tasks based on their importance and urgency.

Time Management: is the ability to use your time productively and efficiently. You could also think of it as the art of having time to do everything that you need, without feeling stressed about it.

Initiative: The ability to assess a situation and take action without direction from someone else.

Autonomy: The ability to work independently and proactively without supervision or permanent instruction.

Innovation: Innovation is the ability to generate ideas that create value and improve processes, from inventing a machine to finding a faster route to work. Having innovation skills is an asset in the workplace because they enable you to solve problems and advance knowledge in your field.

Stress Management: Ability to understand the causes and feelings of tension or anxiety. Individuals rarely feel stress when they have sufficient time, experience, and resources. Stress is a negative experience; therefore management of this feeling is important to the individual's success. Being able to identify stress, and its effects, is an important first step in developing the skills to manage the source of this problem.

Open to Learn: Willingness to learn is a key behaviour that helps us get on in life, whether personally or professionally. Simply put, it's being open to – or seeking out – new experiences, skills and information that improve our abilities and enjoyment.

PREVENTIVE PRACTICES AND REMEDIAL MEASURES FOR EDUCATIONAL TEAMS WORKING WITH YOUNG PEOPLE

After conducting desk research on the topic and surveys with education teams, labour market representatives and social workers, the DROPOUT project partnership have concluded and summarised several preventive practices and remedial measures for educational teams working with young people:

WHOLE SCHOOL APPROACH

Early school leaving is linked to unemployment, social exclusion, poverty and poor health. There are many reasons why some young people give up education and training prematurely: personal or family problems, learning difficulties, or a fragile socio-economic situation. The way the education system is set up, school climate and teacher-pupil relations are also important factors. Since there are often complex, interconnected reasons for children not completing secondary schooling, policies to reduce early school leaving must address a range of issues and combine education and social policy, youth work and health-related aspects.

School Management: Schools need to have an *understanding of participatory management*, involving every stakeholder into the process such as teachers, students, parents, local community and business world. Decisions should be taken with a high level of participation. Teamwork should be praised and responsibilities should be shared. This will give school team, learners and every stakeholder the sense of belonging.

Educational teams: Teachers mostly have a high level of expectations from students, which will end up with low self-esteem in students. On the other hand, students - as all people - like to be praised even for 'little' progress on their long way of learning experience. Teachers may also be not open to adopt different teaching methods and tools than the ones they are used to and feel comfortable. But, each student has a different learning strategy. So, *adopting individualised and differentiated learning methods* have great importance to increase students' academic success and consequently decrease early school leave.

Parents: When school management and teachers fails in involving parents into the process of students learning experience and school life, teachers may have difficulties or sometimes be too late to know their students to take actions addressed to student's unique needs and/or problems. In this sense, *setting communication and cooperation systems* between school and parents plays a great role in students' success. Cooperation with parents also contribute to the permanent behaviour and attitude change in students.

Community Organisations and Business: Schools are not expected to be places only to learn/teach some subjects in the curriculum but also prepare students in life to feel responsibility and take action social issues, and in return to be a part of the society. For this fact, *cooperating with community organisations and providing community work opportunities* for students will boost students' self-esteem and integration into social life, especially the ones at the risk of exclusion.

Also, cooperation with business world is important to prepare students for their professional life. Especially for vocational schools, having opportunities like *apprenticeship, skills development trainings at the real workplaces* in companies will contribute a lot in terms helping students relate the school subjects with real life.

EARLY INTERVENTION

Learners at risk of early leaving often present distress signs long before they leave. If these signs are detected in a timely manner, there are more chances of re-engaging young people with relatively simple interventions. Each learner is different and so are his or her ways of showing that something is not going well. Absenteeism, low academic attainment, and disruptive behaviour in the classroom are often linked to potential early leaving. Other signs such as emotional distress can easily go unnoticed. Practitioners are best placed to recognize distress signals and spot pupils at risk as they are in direct and regular contact with the learners and they track absenteeism and academic attainment in their daily work. However, they often do not have the ability, time or resources to identify and act upon signs of risk. The use of a ***systematic approach to identifying learners at risk of early leaving*** by education and training providers is an important and supportive step to tackling early leaving.

PERSONALIZED LEARNING

Personalized Learning is ***the customization and adaptation of educational methods and techniques*** so that the learning process is better suited for each individual learner, with their own unique learning style, background, needs, and previous experiences. In a personalized learning approach, the learner's personal experience, knowledge, and habits are connected with learning methods, so that they can learn faster, understand new concepts more easily, and improve their learning performance. When we think of the demanding features of the curriculum, which is among the main reasons of early school leave, at schools, the personalized learning approach is very outcome-oriented.

DIFFERENTIATED INSTRUCTION

Teachers know better than anyone that students each have their own unique gifts and challenges; interests, aptitudes and learning styles. Differentiated instruction is the practice of developing an understanding of how each student learns best, and then tailoring instruction to meet students' individual needs. Considering that having low academic success stands front as one of the most common reasons of early school leave, ***adopting differentiated instructions*** in classroom especially for the slow learners is of great importance when we talk about mitigating early school leave.

Mentoring and Counselling

Every member of education teams working with young people should have mentoring and counselling skills to a certain extent. They should know when to intervene or when to direct the student to the school counsellor. More importantly, to apply these skills first they should know and update themselves, for example, on current learning pathways for learners; skills demand by labour market, future of occupations and future-proof jobs at national and EU level.

LEARNING AREAS FOR EDUCATIONAL TEAMS WORKING WITH YOUNG PEOPLE

To prevent early school leave, educational teams should be supported on:

- Strategies to recognise young learners at the risk of early school leave
- Personalized Learning Approach
- Differentiated Instruction for slow learners
- Strategies to create an inclusive teaching environment
- Monitoring and tracking tools to for students' academic success
- Strategies to boost family and community engagement
- Strategies to increase the attractiveness of schools
- The ways to set a meaningful relationship with young learners
- Mentoring and counselling skills
- Skills demands, the future of current jobs and future-proof jobs
- Vocational learning opportunities

To support re-integration of early school leavers to school and labour market, educational teams and all stakeholders like social workers should be qualified in terms of:

- Identification of NEET (Not in Education, Employment, or Training) youth
- Techniques and methods for re-motivation
- Strategies to support the reintegration into systems (education, employment)
- Strategies to improve the skills of young people (both technical and cross-functional skills) - re-skilling and/or up-skilling
- Flexible learning pathways
- Vocational learning opportunities
- Providing psychological and social support

ANNEXES

- Compiled Desk Research by Partner Countries
- Compiled Survey Results from Partner Countries



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