

Pedagogical Kit

DROP OUT

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



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The project

DropOut intends to develop preventive practices and ameliorate the integration in the workplace of young people with academic difficulties. Its targets are Trainers working with young people, Young people 16-24 years old and their parents.

We have developed a guide on “prevention and reparation practices” for young people dropping out of school, innovative training methods, a platform to help train educational teams and provide assistance to young people and an educational kit and a resource center to promote the results of the project.

Summary

This document includes activities and resources per module developed that the trainer can use with young people and other trainers to apply the knowledge derived from the training course on the project platform. The tool’s role is to be complementary to the theoretical knowledge and to be used to facilitate training through interesting and entertaining activities.

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Tools and Resources

Module 1 The overall system of early school leaving

Tools and Resources

Resource #1 Unesco Digital Library “School drop out: patterns, causes, changes and policies

1. Objective and expected results by using the tool/resource in terms of Knowledge, Skills & Responsibility and Autonomy (ECVET principle)

The purpose of this resource is to aid trainers to learn the predictive factors of early school leaving.

According also to the template for competences & learning outcomes development of this Module, learners will be able to acquire knowledge on the different types of early school leaving, to acquire the tools, both individual and in context, to measure the level of risk of abandonment, to be able to identify the predictive factors of early school leaving and to identify forms of prevention involving families and schools.

They will also be able to acquire competences to be able to activate instruments for the recognition and monitoring of individual risk factors and to be able to investigate the social, extracurricular and context causes that intervene in the phenomenon (social/family ecosystem). Finally learners will be able to organise the process of monitoring the family, social, territorial and service environment.

2. Description and Link to Tool or Resource:

<https://unesdoc.unesco.org/ark:/48223/pf0000190771>

This is a long but thorough report on the patterns and causes of school dropout.

3. How to use it:

Devote time to read and highlight the most important points regarding school dropout.

Define which parts are relevant to your country and how you can apply these methods on your own school or organisation.

4. References:

“School drop out: patterns, causes, changes and policies”, Authors: Sabates, Ricardo, Akyeampong, Kwame, Westbrook, Jo, Hunt, Frances

Collation : 25 p., Language : English, Year of publication : 2010, Type of document : programme and meeting document

Tool #2 Whole School Approach to prevent early school leaving - European School Education Platform

1. Objective and expected results by using the tool/resource in terms of Knowledge, Skills & Responsibility and Autonomy (ECVET principle)

The purpose of this resource is to aid trainers to learn about ELET and the “Whole School Approach”

Learn, in an informal way, about the role and the impact that school and teachers have on the ELET phenomenon.

Also acquiring Competences to be able to recognise criticalities in their teaching or school system and to adapt it and reform it to better prevent ELET

2. Description and Link to Tool or Resource:

A 16 minutes video lecture about ELET, its reach, its effects and the role of teachers and schools

<https://www.youtube.com/watch?v=WsU7FJmwKow&list=PLWaUnF8ej6mvejw8QFSMnrjrUXwfS2HxD&index=3>

3. How to use it:

Devote time to watch the video while taking notes

Define which parts are relevant to your country and how you can apply these to your own school or organisation.

4. References:

“(…) In school there are desk where there are children there at times and they are psychologically absent they may be physically present but they are actually gone, they have opted out of that system”

Claire Ryan

Tool #3 I.D.E.A. (Interazione Dialogiche e Affini)

1. Objective and expected results by using the tool/resource in terms of Knowledge, Skills & Responsibility and Autonomy (ECVET principle)

The purpose of this resource is to give trainers an interactive tool (a board game) aimed at learning elements related to Italian culture, interacting and bringing attention to the pragmatics of the language, and learning to communicate in an appropriate way compared to the situation.

2. Description and Link to Tool or Resource:

The game follows the order of the scale of needs in the integration path of an individual; it and it is played therefore using, in the order, 6 game plans: personal history, work, health, sociability, school and citizenship. Each game plan (scope) is accompanied by 40 cards (related to vocabulary, places, specific vocabulary and actions) and 60 strategic cards (which provide interactions between challengers).

Using a game plan that represents a path of 30 boxes, and a dice, players advance from the start to the goal (the diploma). In the path depending on the boxes you are called to perform actions, with the support of playing cards included.

<https://epale.ec.europa.eu/it/resource-centre/content/gioco-didattico-idea-supporto-dei-docenti-di-italiano-l2>

3. How to use it:

Depending on the level of competence of the learners, the teacher chooses the most appropriate strategies to give feedback aimed at building the language and respecting the interlingual phases: this is a game that aims to involve everyone and to reinforce for each the skill in which it is most lacking: a communicative competence for someone or a linguistic competence for another.

Based on the group/class, the teacher can decide whether the game is played individually or in groups.

4. References:

[Abraham Maslow, Motivation and Personality, 1954](#)

Tool #4 “School Blues” - Daniel Pennac

1. Objective and expected results by using the tool/resource in terms of Knowledge, Skills & Responsibility and Autonomy (ECVET principle)

This novel presenting the experience of the author is a perfect tool for students to reflect on how fear makes children reject education; how children can be captivated by inventive thinking; and how consumerism has altered attitudes to learning.

2. Description and Link to Tool or Resource:

Daniel Pennac has never forgotten what it was like to be a very unsatisfactory student, nor the day one of his teachers saved his life by assigning him the task of writing a novel. This was the moment Pennac realized that no-one has to be a failure forever. Haunted by memories of his own turbulent time in the classroom, Pennac enacts dialogues with his teachers, his parents and his own students, and serves up much more than a bald analysis of how young people are consistently failed by a faltering system.

3. How to use it:

Devote time for reading it and reflect on the experience of the author and how it can apply to your personal situation.

4. References:

[“School Blues”, Daniel Pennac, 2007](#)

Tool #5 How to make students (and teachers) want to go to school - TED Talk Objective and expected results by using the tool/resource in terms of Knowledge, Skills & Responsibility and Autonomy (ECVET principle)

This video lecture is the perfect way to recognise the struggles with the current teaching methods and how they can be improved to be more enjoyable and fulfilling both for students and teachers

5. Description and Link to Tool:

A 16 minute video about students and teachers and their relationship with the school system and how it could be improved with a shared involvement by both parties

<https://www.youtube.com/watch?v=MBYIRmUurJ8&t=11s>

6. How to use it:

Devote time to watch the video and take note on the possible way you can improve your relationship with school

7. References:

[Michele Freitag -TedxYorkBeach](#)

Tool #6 Be useful: Seven Tools for life - Arnold Schwarzenegger

8. Objective and expected results by using the tool/resource in terms of Knowledge, Skills & Responsibility and Autonomy (ECVET principle)

Get some insight on the subject of resilience and finding one's own purpose through the lived experience of a worldwide famous figure.

Adapt the lesson learned to your personal experience, find ways to face your current obstacles with a different perspective

9. Description and Link to Tool:

A 288 pages biography of Arnold Schwarzenegger, highlighting the many challenges he had to face during his career and personal life and how it was able to face them thanks to his seven rules for life.

10. How to use it:

Devote time to read it and highlighting which the seven tools for life are and how you can implement them to find your purpose

11. References:

“If you can choose joy over jealousy, happiness over hate, love over resentment, positivity over negativity, then you have the tools to make the best of any situation, even one that feels like failure.”

“Be Useful: Seven Tools for life”, arnold Schwarzenegger (2023)

Module 2 Sharing Strategies against DropOut of NEETs

Tools and Resources

Resource #1 Guidance: supporting youth to manage their careers - CEDEFOP

1. Objective and expected results by using the tool/resource in terms of Knowledge, Skills & Responsibility and Autonomy (ECVET principle)

The purpose of this resource is to aid trainers to...

- Raise awareness of one's strengths and weaknesses and building a career strategy for learning and working,
- Acquire career management skills,
- Define learning career goals,
- Support develop a positive attitude to learning and education and training,
- Gain a better understanding of education options,
- Raise aspiration – help formulate long-term career plans,
- Support make informed choices,
- Improve self-awareness and understanding of one's abilities, aptitudes and interests
- Lower absenteeism,
- Gain a better understanding of job roles

2. Description and Link to Tool or Resource:

By fostering the development of career management skills and offering career education and guidance at an early age, Vocational and Early Training (VET) schools can help promote wise career decisions and prevent early school departure. In particular, young people who are at risk of leaving early can be identified and engaged with the support of career education. Preparing transitions and assisting learners who are having difficulty with the program they have just started in finding a new pathway or successfully completing their current one may be especially helpful. Career coaching can also be useful in encouraging early leavers to return to school and training. Social services, employment services, and career advice services are in a good position to help young people with minimal qualifications with their career decisions.

3. How to use it:

- Read the document and follow the tips.
- Contact with colleagues and relevant stakeholders to support the process,
- Review the tools to see the possibility of application in your context,
- Organize a workshop to define a road map within your organization and tailored to your target,
- Adapt the tips applicable and monitor the process

4. References:

<https://www.cedefop.europa.eu/en/print/pdf/node/24602>

Resource #2 SOFT SKILLS TOOLKIT

1. Objective and expected results by using the tool/resource in terms of Knowledge, Skills & Responsibility and Autonomy (ECVET principle)

The purpose of this recourse is to help NEETs better understand and improve some soft skills.

Knowledge

Recognise the importance of soft skills | personal and professional development.

Skills

- Apply new soft skills.
- Define ad develop their soft skills needing improvement.

Autonomy

- Through self-evaluation define more soft skills important for themselves and choose pathways to improve.

2. Description and Link to Tool or Resource:

In this toolkit you will be looking at ten soft skills in depth, their importance in the work place, and how you can improve upon them: Commercial Awareness (business acumen); Communication; Teamwork; Negotiation and Persuasion; Problem Solving; Leadership; Organisation; Perseverance and Motivation; Resilience - Ability to work under pressure and Confidence. You will also see tips for each skill and useful links for the skills.

<https://www.opendoorsinitiative.ie/userfiles/files/OpenDoorsSoftSkillsToolkit2020.pdf>

3. How to use it:

Read through the toolkit.

Try to apply the tips in your daily life.

For more information see also the useful links.

4. References:

www.opendoorsinitiative.ie

Resource #3 eLearning Platform - Coursera

1. Objective and expected results by using the tool/resource in terms of Knowledge, Skills & Responsibility and Autonomy (ECVET principle)

The purpose of this resource is to aid NEEDs to find the relevant courses for themselves, acquire certificates and improve themselves in personal and professional development.

Knowledge

- Recognises the benefits of Coursera for personal and professional development
- Understands how to use Coursera

Skills

- Uses effectively the Coursera for their own needs

Autonomy

- Analyses the features of other eLearning platforms and use several platforms

2. Description and Link to Tool or Resource:

Coursera is a global platform for online learning and career development that offers anyone, anywhere, access to online courses and degrees from leading universities and companies.

<https://www.coursera.org/>

3. How to use it:

- Use your email address or a Google or Facebook account to register for free.
- You can use their search box to find exactly what you're looking for while finding a course.
- However, you can visit the Explore page if you'd want to do more thorough investigation.
- You might include personal details such as your job address or career path if you are unsure of where to start.
- It will provide you with tailored recommendations for classes based on your goals and ability level.

4. References:

<https://www.youtube.com/watch?v=l5V2BaoYnWo>

Tool #1 Empathy Map

1. Objective and expected results by using the tool/resource in terms of Knowledge, Skills & Responsibility and Autonomy (ECVET principle)

The purpose of this resource is to aid trainers to know more about NEETs better.

Knowledge

- Understand the key principles and steps to use an empathy map.

Skills

- Effectively present research findings with relevant stakeholders and colleagues using the map.

Autonomy

- Support colleagues in using the map.
- Adapt the map in line with the aim of use and target groups.

2. Description and Link to Tool or Resource:

Using an empathy map is a visual aid that can help you summarize the insights you gained from design research so that you can better understand your target group and communicate your findings to stakeholders and colleagues.

Four quadrants, which represent four important facets of the behavior users exhibit or possess during the research stage of the design process, make up the most popular type of empathy map. The target group's thoughts, actions, feelings, and words are represented by the four quadrants. While there isn't a predetermined sequence to finish them, it's advisable to begin with the Says and Does quadrants because they are the most objective. On the basis of the objective insights you have just presented, you can then proceed to ascertain their thoughts and emotions.

3. How to use it:

Step 1: Define the scope and purpose.

Step 2: Conduct relevant research.

Step 3: Fill out your empathy map.

Step 4: Analyze the quadrant data.

Step 5: Identify your users' needs.

Want to learn more about how to complete the map?

Visit:

https://www.interaction-design.org/courses/design-thinking-the-beginner-s-guide?utm_source=template&utm_medium=learn-more

4. References:

https://www.interaction-design.org/literature/article/empathy-map-why-and-how-to-use-it#what_are_the_best_practices_to_create_an_empathy_map?-o

Tool #2 Escape Room

1. Objective and expected results by using the tool/resource in terms of Knowledge, Skills & Responsibility and Autonomy (ECVET principle)

The purpose of this tool is to aid trainers to...

Knowledge

- Better understanding on challenges and common points of NEETs.
- Recognise digital tools available for interactive and collaborative learning.

Skills

- Applies digital tools to promote interactive and collaborative learning experience.
- Integrates gamification into their teaching contexts.

Autonomy

- Search for alternative digital tools to use.
- Adapt tools in line with the target group needs.
- Support colleagues.

2. Description and Link to Tool or Resource:

Learning strategies like escape rooms can help motivate students to learn through challenges. These require students to collaborate in groups and apply their knowledge, logic, and problem-solving abilities to resolve obstacles and riddles pertaining to the course material in order to finish the game within the allotted time.

One form of gamification that has grown in popularity recently is virtual escape rooms. These puzzle-solving games can offer an engaging, learner-centered learning experience as they force players to "escape" from a virtual environment through a series of puzzles.

3. How to use it:

1. Choose a topic (like soft skills, defining a goal, entrepreneurship, etc)
2. Choose an end goal.
3. Set the scene.
4. Decide on topics of the small puzzles/challenges that participants will solve.
5. Create the small puzzles.
6. Create answer keys.
7. Decide on how you will deliver your digital escape (Google Slides, Google Forms, Google Sheets, Send Via Email, Google Sites, Genial.ly, Interactive PDF, PowerPoint, etc).
8. Implement.

4. References:

<https://celt.wp.derby.ac.uk/online-escape-room-tool-guide/>

<https://www.neet-system.eu/en/outputs/01?PHPSESSID=bggirt8cs3np6io87of3dhdd75>

https://neetsinaction.eu/wp-content/uploads/2019/03/NIA_IO2_TESE_Tools_guide.pdf

Tool #3 Europass CV

1. Objective and expected results by using the tool/resource in terms of Knowledge, Skills & Responsibility and Autonomy (ECVET principle)

The purpose of this tool is to aid NEETs create their CVs.

Knowledge

- Recognise the key elements and design of the CVs.
- Understand the importance of being clear and chronological.

Skills

- Use clear and short descriptions.
- Gives personal information like skills, hobbies, etc
- Creates CVs in an effective way.

Autonomy

- Customise CV formats in line with the aim of use.

2. Description and Link to Tool or Resource:

The Europass CV is one of the best-known CV formats in Europe. It is easy-to-use and familiar to employers and education institutions.

<https://europa.eu/europass/eportfolio/screen/cv-editor?lang=en>

3. How to use it:

Initially, you will need to fill out your Europass profile with details about your training, schooling, employment history, and skill set. With just a few clicks after finishing your Europass profile, you can generate as many CVs as you like. Simply choose the data you wish to include and your preferred design, and Europass will take care of the rest.

CVs can be created, saved, and shared in 31 different languages. Your Europass CV is available for download; you can keep it in your Europass Library and share it with potential companies, EURES, or other job boards.

4. References:

<https://europass.europa.eu/en/create-europass-cv>

Module 3 Managing Digital Tools

Tools and Resources

Toolkit Trainers' area

Tool #1 Digital Storytelling through Video Editing

1. Objective and expected results by using the tool/resource in terms of Knowledge, Skills & Responsibility and Autonomy (ECVET principle)

The purpose of this resource is to aid trainers in teaching NEET (Not in Education, Employment, or Training) students how to use video editing software for digital storytelling, fostering creativity, technical skills, and personal expression.

According, also, to the Template for competences & learning outcomes development of this Module, learners will:

- **Understand:** The basic principles of video editing and digital storytelling.
- **Apply tools:** Editing software to create personal narratives, enhancing both technical skills and self-expression.
- **Develop skills:** Creativity, problem-solving, and self-organizing skills.
- **Responsibility and Autonomy:** Take initiative in creating their own video projects, manage project timelines, and collaborate with peers.

2. Description and Link to Tool or Resource:

A free or low-cost video editing software such as **Shotcut** (<https://www.shotcut.org/>) can be used. Shotcut is an open-source, cross-platform video editor that offers robust features suitable for beginners.

3. How to use it:

- **Introduction Session:** Introduce the basics of video editing and the concept of digital storytelling.
- **Workshop:** Conduct hands-on sessions where learners create short video projects about their personal stories or issues they care about.
- **Project Development:** Students work in small groups or individually to develop their videos, applying creativity and organizational skills.
- **Presentation:** Each student presents their video to the class, reflecting on their learning process and outcomes.

4. References:

- ["The Digital Storytelling Handbook" by Joe Lambert](#)
- [Shotcut User Manual: https://shotcut.org/user-guide/](https://shotcut.org/user-guide/)

Tool #2 Photovoice Project for Personal Narratives

1. Objective and expected results by using the tool/resource in terms of Knowledge, Skills & Responsibility and Autonomy (ECVET principle)

The purpose of this resource is to help trainers guide NEET students in using photography as a medium to express their personal experiences and perspectives, enhancing their creativity, critical thinking, and communication skills.

According, also, to the Template for competences & learning outcomes development of this Module, learners will:

- **Understand:** The principles of visual storytelling and the Photovoice methodology.
- **Apply tools:** Cameras or smartphones to capture images that narrate their life experiences.
- **Develop skills:** Creativity, self-expression, and analytical skills by interpreting and discussing their photographs.
- **Responsibility and Autonomy:** Take responsibility for their projects, make autonomous decisions about their narratives, and collaborate in discussions.

5. Description and Link to Tool or Resource:

Photovoice (<https://photovoice.org>) provides resources and guidance on using photography for social change and personal expression.

6. How to use it:

- **Orientation:** Introduce the Photovoice concept and discuss ethical considerations in photography.
- **Photo Assignment:** Students take photos that reflect their experiences, challenges, or aspirations.
- **Narration and Discussion:** Students write captions or short stories for their photos and present them in small groups, fostering dialogue and reflection.

- **Exhibition:** Organize a photo exhibition where students display their work, enhancing their confidence and sense of achievement.

7. References:

- ["Photovoice: A Participatory Action Research Strategy Applied to Women's Health" by Caroline Wang](#)
- [Photovoice official website and resources: https://photovoice.org](https://photovoice.org)

Tool #3 Online Peer-Managed Surveys for Needs Detection

1.Objective and expected results by using the tool/resource in terms of Knowledge, Skills & Responsibility and Autonomy (ECVET principle)

The purpose of this resource is to empower trainers to teach NEET students how to design and manage online surveys to detect needs and gather data, promoting their analytical, organizational, and cooperative learning skills.

According, also, to the Template for competences & learning outcomes development of this Module, learners will:

- **Understand:** The importance of data collection and analysis in addressing community or institutional needs.
- **Apply tools:** Online survey platforms to create and distribute surveys.
- **Develop skills:** Analytical thinking, data interpretation, and collaborative planning.
- **Responsibility and Autonomy:** Independently manage survey projects, take responsibility for the data collection process, and work collaboratively to analyze results.

2.Description and Link to Tool or Resource:

Google Forms (<https://forms.google.com>) is a user-friendly, free tool for creating and managing online surveys.

3.How to use it:

- **Training Session:** Teach students how to create surveys using Google Forms, covering question types, survey design, and ethical considerations.
- **Survey Development:** Students develop and design their own surveys, targeting specific needs within their community or peer group.
- **Data Collection and Analysis:** Distribute the surveys, collect responses, and use Google Forms' built-in tools to analyze the data.

- **Presentation and Action Plan:** Students present their findings and propose actionable steps based on the data collected.

8. References:

- [Google Forms Help Center: https://support.google.com/docs/topic/6063584](https://support.google.com/docs/topic/6063584)
- ["Designing Surveys: A Guide to Decisions and Procedures" by Johnny Blair, Ronald F. Czaja, and Edward A. Blair](#)

Resource #1 IS THE DIGITAL REVOLUTION CONDUCIVE TO NEET ACTIVATION? OPINIONS OF PEOPLE INVOLVED IN NEET ACTIVATION

1. Objective and expected results by using the tool/resource in terms of Knowledge, Skills & Responsibility and Autonomy (ECVET principle)

The purpose of this resource is to help trainers understand the perspectives of professionals involved in NEET activation regarding digital versus traditional methods.

According to the Template for Competences & Learning Outcomes Development of this Module:

- **Knowledge:** Understand the effectiveness of digital tools compared to traditional methods in NEET activation.
- **Skills:** Apply insights from professional opinions to tailor digital and traditional strategies for NEET engagement.
- **Responsibility and Autonomy:** Evaluate and adapt activation methods based on demographic and institutional factors.

2. Description and Link to Tool or Resource:

This article presents research conducted with 240 individuals involved in NEET youth support in Poland. It explores their opinions on the efficacy of digital tools compared to traditional methods for NEET activation. The analysis highlights significant factors such as gender, education, residence, type of institution, and age range impacting these opinions.

<https://journals.prz.edu.pl/hss/article/view/829>

3. How to use it:

- **Review the Article:** Understand the research context, methodology, and key findings.

- **Evaluate Current Practices:** Compare your current methods with the insights provided in the article.
- **Adapt Strategies:** Implement recommended practices tailored to your specific demographic and institutional context.
- **Monitor and Assess:** Regularly evaluate the effectiveness of your adapted strategies and make necessary adjustments.

4. References:

<https://journals.prz.edu.pl/hss/article/view/829>

Resource #2 How Digital Inclusion Increase Opportunities for Young People: Case of NEETs from Bulgaria, Romania and Turkey

1. Objective and expected results by using the tool/resource in terms of Knowledge, Skills & Responsibility and Autonomy (ECVET principle)

The purpose of this resource is to aid trainers in understanding the importance of digital inclusion in enhancing opportunities for young people, particularly NEETs, in rural areas of Bulgaria, Romania, and Turkey. Learners will:

- **Understand** the significance of digital inclusion in addressing NEET issues and improving opportunities for rural youth.
- **Apply tools based on** the research findings to develop policies and strategies for promoting digital inclusion and reducing the NEET rate in rural communities.

2. Description and Link to Tool or Resource:

This resource is a research article published in Sustainability, which examines the relationship between digital inclusion and opportunities for young people, focusing on NEETs in Bulgaria, Romania, and Turkey.

Access the article here: <https://www.mdpi.com/2071-1050/13/14/7894>

3. How to use it:

Trainers can use this resource to facilitate discussions, presentations, and activities that explore the implications of digital inclusion on youth opportunities and NEET rates in rural areas. Learners can engage with the content to gain insights into effective strategies for promoting digital inclusion and addressing NEET challenges.

4. References:

- [How Digital Inclusion Increase Opportunities for Young People – MDPI](#)

Resources #3 Isn't that NEET? Increasing Engagement with Online Learning -Tools for Unemployed Youth

1.Objective and expected results by using the tool/resource in terms of Knowledge, Skills & Responsibility and Autonomy (ECVET principle)

Purpose: This resource aims to assist trainers in understanding strategies to increase engagement with online learning tools among unemployed youth, particularly those categorized as NEET (Not in Employment, Education, or Training). It emphasizes the deployment of informational nudging to enhance user engagement.

Expected Outcomes: Learners will comprehend the challenges associated with online learning tool engagement for unemployed youth. They will acquire knowledge of how informational nudging can be utilized to increase engagement and motivation. Additionally, learners will develop skills in designing and implementing interventions to promote online learning tool usage among NEET individuals.

2. Description and Link to Tool or Resource:

This resource presents a research study conducted by Elizabeth Dhuey, Jill Furzer, Michal Perlman, and Linda White, focusing on increasing engagement with online learning tools for unemployed youth, particularly those categorized as NEET. The study explores the effectiveness of informational nudging in enhancing user engagement and motivation within a randomized controlled trial and prescriptive settings.

Access the article here:

<https://www.utoronto.ca/people/dhuey/wp-content/uploads/sites/30/2022/05/Isn't-It-NEET-February-18-2022.pdf>

3. How to use it:

- Trainers can utilize this resource to understand the challenges of engaging unemployed youth with online learning tools and strategies to address these challenges effectively.
- Incorporate the findings and insights from the study into training programs or workshops aimed at improving online learning tool engagement among NEET individuals.
- Encourage discussions and brainstorming sessions among learners to explore innovative approaches to increase motivation and engagement with online learning platforms.

4. References:

- <https://www.utsc.utoronto.ca/people/dhuey/wp-content/uploads/sites/30/2022/05/Isnt-It-N-EET-February-18-2022.pdf>

Toolkit Learners' area

Tool #1 "Digital Dreams: Writing Your Path to Success"

1. Objective and expected results by using the tool/resource in terms of Knowledge, Skills & Responsibility and Autonomy (ECVET principle)

- **Knowledge:** NEETs will learn the fundamentals of storytelling, digital literacy, and the structure of the 6 Part Story Making (6-PSM) method. They will gain insights into narrative creation and how to express their personal experiences through digital media.
- **Skills:** Participants will develop skills in digital presentation using Canva, including design, layout, and multimedia integration. They will also enhance their communication skills, creativity, and ability to construct coherent and engaging narratives.
- **Responsibility and Autonomy:** NEETs will build confidence in their abilities to independently create and share their stories. They will learn to take ownership of their creative processes and outcomes, fostering a sense of responsibility and self-efficacy.

2. Description and Link to Tool or Resource:

The "Success" Story tool utilizes the 6 Part Story Making (6-PSM) method to help NEETs create personal narratives. This structured approach guides them through the process of developing a story with six parts: setting, characters, problem, events, climax, and resolution. Participants use Canva to design and present their stories digitally.

Link: <https://www.canva.com/>

3. How to use it:

- **Step 1: Introduction to 6-PSM** - Provide a brief overview of the 6 Part Story Making method and its components.
- **Step 2: Story Planning** - Encourage participants to brainstorm and outline their story, focusing on each of the six parts.

The storytelling method according to 6psm theory consists of 6 elements of the structure. During this activity participants will be guided toward completing the following six steps:

1. Shape the main character of the story

2. Describe the main mission that the character must carry
3. Name the helpful force of the story (person, thing, or place)
4. Name the hindering force of the story (person, thing, or place)
5. Describe how the main character copes with the obstacles he/she meets –the action of the story
6. Shape the end of the story

- **Step 3: Digital Creation** - Guide participants in using Canva to bring their stories to life. They can add text, images, and multimedia elements to each part of their story.
- **Step 4: Review and Edit** - Allow time for participants to review and refine their stories, ensuring clarity and coherence.
- **Step 5: Presentation** - Have participants share their completed stories with the group, fostering a supportive and collaborative environment.
- **Step 6: Debriefing and Questions** - Facilitate a debriefing session where participants reflect on their experiences. Ask questions to encourage discussion and deeper understanding:
 1. What did you enjoy most about creating your story?
 2. What challenges did you face during the process, and how did you overcome them?
 3. Do you think you had anything in common with the hero you created?
 4. What insights did you gain about yourself through this activity?
 5. How can you apply what you've learned to future projects or personal goals?

4. References:

- [Six Part Story Method \(6PSM\)](https://www.integratedtreatmentservices.co.uk/our-approaches/arts-therapies-approaches/six-part-story-method-6psm/)
(<https://www.integratedtreatmentservices.co.uk/our-approaches/arts-therapies-approaches/six-part-story-method-6psm/>)
- [Creating Success Stories in Canva](https://www.youtube.com/watch?v=YNdudW7nj_I) (https://www.youtube.com/watch?v=YNdudW7nj_I)

Tool #2 "Adventures in Digital Storyland: Crafting Your Unique Tale with Canva"

1. Objective and expected results by using the tool/resource in terms of Knowledge, Skills & Responsibility and Autonomy (ECVET principle)

- **Knowledge:** NEETs will learn about digital storytelling techniques, narrative structure, and the use of digital tools for storytelling.
- **Skills:** They will develop digital literacy, creativity, and communication skills through the use of Canva for creating visual stories.
- **Responsibility and Autonomy:** Encourages self-directed learning and project management, fostering decision-making and problem-solving abilities.

2. Description and Link to Tool or Resource:

This tool leverages Canva's capabilities to help NEETs create digital stories that reflect their interests and strengths. The resource includes tutorials and templates for designing compelling narratives using Canva's intuitive interface.

Link: <https://www.canva.com/>

3. How to use it:

- **Step 1: Introduction to Canva** - Familiarize NEETs with Canva's interface and features through introductory tutorials.
- **Step 2: Brainstorming** - Use brainstorming sessions to help NEETs identify their interests and themes for their stories.
- **Step 3: Storyboarding** - Create a storyboard using Canva's templates to outline the narrative structure.
- **Step 4: Design and Creation** - Guide NEETs in using Canva to design their stories, incorporating text, images, and multimedia elements.
- **Step 5: Review and Feedback** - Share the digital stories within the group and provide constructive feedback.

4. References:

- [Mastering Digital Storytelling with Canva for Education \(https://www.canva.com/events/mastering-digital-storytelling-with-canva-for-education/\)](https://www.canva.com/events/mastering-digital-storytelling-with-canva-for-education/)
- [The Art of Digital Storytelling: Engaging Students in New Ways \(https://theknowledgereview.com/the-art-of-digital-storytelling-engaging-students-in-new-ways/\)](https://theknowledgereview.com/the-art-of-digital-storytelling-engaging-students-in-new-ways/)

1. Objective and expected results by using the tool/resource in terms of Knowledge, Skills & Responsibility and Autonomy (ECVET principle)

The video "Maximize Your Productivity in 2023 with These Essential Digital Tools" provides a comprehensive overview of various digital tools (ChatGPT, Canva & Forest) designed to enhance productivity. It covers tools for task management, time tracking, collaboration, and more, offering practical tips on how to incorporate these tools into daily workflows and lifestyle.

2. Description and Link to Tool or Resource:

https://youtu.be/g0_IYKeclyM?feature=shared

3. How to use it:

- **Step 1:** Watch the video to get an overview of the recommended digital tools and their features.
- **Step 2:** Identify which tools align with your personal or professional needs.
- **Step 3:** Download and set up the selected tools as per the instructions provided in the video.
- **Step 4:** Integrate these tools into your daily workflow. For example, use task management tools to organize your to-do list, time tracking tools to monitor productivity, and collaboration tools to enhance team communication.
- **Step 5:** Regularly review and adjust your use of these tools to ensure they continue to meet your productivity needs.

4. References:

- "Boost Your Productivity: The Best Tools for Online Learning." Training.com.au. (<https://www.training.com.au/ed/boost-your-productivity-the-best-tools-for-online-learning/>)
- openai.com – ChatGPT (<https://openai.com/index/chatgpt/>)
- canva.com - How to Canva: A Beginner's Guide (<https://www.canva.com/learn/how-to-canva-beginners-guide/>)
- [forestapp.cc](https://www.forestapp.cc/) - Forest App (<https://www.forestapp.cc/>)

Module 4 Providing young people with the opportunity to experience real-life work situations

Tools and Resources

Toolkit Trainers' area

Activity #1 Visit a company

1. Objective and expected results by using the tool/resource in terms of Knowledge, Skills & Responsibility and Autonomy (ECVET principle)

Organise visits to local companies or organisations and arrange in advance for employees performing different jobs to orient young people and describe their day-to-day work to them. Suggest that they include the kind of studies or training that they have concluded, the difficulties and the rewarding aspects of their jobs. Encourage your group of young people to ask questions freely. At the end of the visit, seat somewhere quietly with your group, have a cup of coffee and discuss the experience.

2. Description and Link to Tool or Resource:

The steps for this activity are:
Ask your group of young participants which jobs interest them or are curious about.
Contact local companies that include such employees.
Describe the purpose of the visit and arrange for a convenient time.
Prepare the speakers on what to talk about and how to accommodate the visit.
Implement the visit.

3. How to use it:

After the visit, discuss with your group of young people and arrive to conclusions asking questions such as:
Was the job profile what you expected? If not, how?
Would you see yourself performing such as line of work?
What did you like and what not about this job?

4. References:

<https://wwwFOUNDERS4SCHOOLS.org.uk/educators/workplace-visits/>

Read the above description and get inspired on how to organise your visit.

Resource #2 Video: How To Choose A Career | How To Choose A Right Career Path by Simplilearn.

1. Objective and expected results by using the tool/resource in terms of Knowledge, Skills & Responsibility and Autonomy (ECVET principle)

Learning tips about how to choose a career, developing competences in relation to the real working world, practicing problem solving and abstract thinking.

2. Description and Link to Tool or Resource:

This video on How To Choose A Career will acquaint you with all the tips to determine your ideal career choice. Here, we will provide you with an outline of how to choose the right career path by analyzing certain factors.

Below are the topics covered in this video on 'How to choose a Career':

00:00:00 How To Choose A Career

00:00:35 Carry a Self-Evaluation

00:01:27 Explore Job Roles Aligning With Your Career

00:02:01 Short-List Set of the Ideal Career Options

00:02:41 Assessing Need of Additional Training

00:03:31 Apply for Dream Job

00:03:41 Ace the Interviews

00:04:10 Consider Shifting to Another Career Path

<https://www.youtube.com/watch?v=kMoe27wEEzw>

3. How to use it:

Watch this video and learn some tips that you can transfer to your learners regarding career choices.

The potential and the visualization of a career or future job, can be motivational for young people to dream of their future and make a greater effort to stay in school.

4. References:

Simplilearn is a training organisation.

Tool #3 Truity Career Test

1. Objective and expected results by using the tool/resource in terms of Knowledge, Skills & Responsibility and Autonomy (ECVET principle)

Test your career aptitude, job interests, and personality traits to find the right job for you. This free career assessment takes only 15 minutes and measures key interests and personality traits to show you the exact careers that suit your strengths. Based on the powerful Holland Code and Big Five systems, this career test is suitable for adults and students age 16 and up.

2. Description and Link to Tool or Resource:

The young person is asked to answer a series of online questions and then receives a result pertaining to which career is suitable for them.

<https://www.truity.com/test/career-personality-profiler-test>

3. How to use it:

You can suggest that young people take the test to see what job or career would be suitable for them. Having a vision helps them stay motivated and continue trying.

4. References:

CAREER APTITUDE TEST, Find the Right Career for You with the Career Personality Profiler™ Test

Toolkit Learners' area

Resource #1 How to find and do work you love | Scott Dinsmore | TEDxGoldenGatePark (2D)

1. Objective and expected results by using the tool/resource in terms of Knowledge, Skills & Responsibility and Autonomy (ECVET principle)

Learning the basic principles of pursuing a job that is fulfilling and the evaluation criteria on how to judge it. Become motivated to make changes, create a plan and adhere to it.

2. Description and Link to Tool or Resource:

Scott Dinsmore's mission is to change the world by helping people find what excites them and build a career around the work only they are capable of doing. He is a career change strategist

whose demoralizing experience at a Fortune 500 job launched his quest to understand why 80% of adults hate the work they do, and more importantly, to identify what the other 20% were doing differently. His research led to experiences with thousands of employees and entrepreneurs from 158 countries.

<https://www.youtube.com/watch?v=jpe-LKn-4gM>

3. How to use it:

Watch the video. Discuss with friends or teachers how realistic the suggestions it provides, what you liked and what you didn't.

4. References:

TEDx is an event like a local gathering where live TED-like talks and performances are shared with the community. TEDx events are fully planned and coordinated independently, on a community-by-community basis.

Resource #2 What should I do with my life? | Charlie Parker | TEDxHeriotWattUniversity

1. Objective and expected results by using the tool/resource in terms of Knowledge, Skills & Responsibility and Autonomy (ECVET principle)

Learning about other people's perspective in terms of career paths, developing empathy and self-awareness, exercising projection and creativity.

2. Description and Link to Tool or Resource:

This film producer chose to pursue his one true-calling, even when all odds were against him. Charlie Parker may have not taken the conventional route, but he has certainly never let that cap his ambition. Time and again, he has been the most honest version of himself and has chosen to listen to his inner voice as a narrative to his journey.

Charlie is the Founder and Managing Director of a creative video agency, Broken Blonde.

https://www.youtube.com/watch?v=Fo3e_oITVjo

3. How to use it:

Watch the video. Discuss with friends or teachers how realistic the suggestions it provides, what you liked and what you didn't.

4. References:

TEDx is an event like a local gathering where live TED-like talks and performances are shared with the community. TEDx events are fully planned and coordinated independently, on a community-by-community basis.

Resource #3 Board games such as Scrabble, Trivial Pursuit, or Pictionary

1. Objective and expected results by using the tool/resource in terms of Knowledge, Skills & Responsibility and Autonomy (ECVET principle)

Board games are a great way to socialize, make and keep friends, develop problem solving, communication, creativity, abstract thinking and many other skills. They allow players to develop these skills while playing and then to transfer them to real life situations such as social, educational and professional environments.

2. Description and Link to Tool or Resource:

Board games challenge creative and analytical thought processes, developing both sides of the brain, creating bonds and exercising leadership skills.

3. How to use it:

Play it with friends, family or in class at school.

4. References:

“10 Ways Board Gaming Improves Students Skills” by By Angela Baker -November 4, 2021, SEN portal.

<https://senmagazine.co.uk/content/activities/15713/10-ways-board-gaming-improves-students-skills/>

Module 5 Putting theory into practice - Case studies and their results

Tools and Resources

Toolkit Trainers' area

Resource #1 Second chance measures by CEDEFOP

- 1. Objective and expected results by using the tool/resource in terms of Knowledge, Skills & Responsibility and Autonomy (ECVET principle)**

Learning and understanding the principles of second chance measures for people that have dropped out of school.
Understanding the links between cause and effect in second chance approaches.
Being able to form a plan, implement it and measure its success in relation to second chance approaches.
Demonstrate problem solving and decision making according to each individual case.

- 2. Description and Link to Tool or Resource:**

“For young people with complex barriers to learning (e.g. health issues, housing, etc.), some second chance measures take a holistic approach and provide support to tackle these barriers, alongside formal learning, through a multi-professional case management approach”.

<https://www.cedefop.europa.eu/en/tools/vet-toolkit-tackling-early-leaving/intervention-approaches/second-chance-measures>

- 3. How to use it:**

Read through it and be inspired to follow new approaches.

- 4. References:**

CEDEFOP website, VET toolkit for tackling early leaving

Source of support to policy makers and education and training providers.

Resource #2 Positive self-perception linked to learning ability, CEDEFOP

1. Objective and expected results by using the tool/resource in terms of Knowledge, Skills & Responsibility and Autonomy (ECVET principle)

Understanding how a positive self-perception can be a critical factor in avoiding dropout.
Applying principles and methods to boost positive self-perception in young people.
Being able to evaluate each case individually and choosing the best approach for success.

2. Description and Link to Tool or Resource:

“Many vocational education and training (VET) students have already faced difficulties in general education, and may have dropped out from school. Low achievement in general education, and a first instance of dropping out, can contribute to a negative self-perception. Many of these students end up by internalising a vision of themselves as ‘poor students’. If learners face serious difficulties again in a VET programme, chances are that they will leave education and training for good.

Some of these young people need to strengthen their self-confidence and rediscover an interest in learning in order to positively engage in education and training”.

<https://www.cedefop.europa.eu/en/tools/vet-toolkit-tackling-early-leaving/protective-factors/positive-self-perception-linked-learning-ability>

3. How to use it:

Read through it and be inspired to follow new approaches.

4. References:

CEDEFOP website, VET toolkit for tackling early leaving

Source of support to policy makers and education and training providers

Resource #3 Prospective associations between adolescent risky substance use and school dropout and the role of externalising and internalising problems

1. Objective and expected results by using the tool/resource in terms of Knowledge, Skills & Responsibility and Autonomy (ECVET principle)

Understanding the connection between substance abuse and dropout and the correlation of which on is the cause or the effect.

Being able to recognize patterns of the phenomenon and be more knowledgeable on how to combat it.
Being able to take action and make decisions in cases of students that are at risk of dropout due to substances' abuse.

2. Description and Link to Tool or Resource:

“The aim of the present study was to assess to what extent risky substance use (RSU) acts as an important risk factor for school dropout from upper secondary school in a prospective study of Norwegian adolescents, and how externalising and internalising mental health problems influenced this association”.

<https://journals.sagepub.com/doi/full/10.1177/14550725231188568>

3. How to use it:

Read carefully through it and contact any of the authors or institutions mentioned if you are interested to gain an even deeper knowledge.

4. References:

“School dropout is a serious public health, economic and labour market concern and is associated with negative outcomes on both the individual and societal levels” (Chou et al., 2006; De Ridder et al., 2012; Egger et al., 2003; Jaafar et al., 2013; Mussida et al., 2019).

Toolkit Learners' area

Resource #1 How to Ask for Help: Advice From a Therapist

1. Objective and expected results by using the tool/resource in terms of Knowledge, Skills & Responsibility and Autonomy (ECVET principle)

Learning how to ask for help according to the situation at hand.
Improving problem solving and autonomy in situations of difficulty or high stress.

2. Description and Link to Tool or Resource:

How to Ask for Help: Advice From a Therapist
Author: Hailey Shafir, LCMHCS, LPCS, LCAS, CCS
Rajy Abulhosn, MD
Medical Reviewer: Rajy Abulhosn, MD,

Published: 29/12/ 2023

<https://www.choosingtherapy.com/how-to-ask-for-help/>

3. How to use it:

Read through the article, evaluate if it applies to your life situation and if yes, start by small steps. This means that you ask a person that you trust to help you with a small problem or task. If there are bigger problems that trouble you, you can ask for help for them as well.

4. References:

American Psychological Society Free newsletters: <https://www.apa.org/news/newsletters>

Resource #2 Don't Quit on Me: Mini Documentary

1. Objective and expected results by using the tool/resource in terms of Knowledge, Skills & Responsibility and Autonomy (ECVET principle)

To hear other young people's perspective on dropping out.
To relate and to take further steps to ask for help if needed.

2. Description and Link to Tool or Resource:

Don't Quit on Me, a follow-up study to last year's Don't Call Them Dropouts finds that positive relationships can make an enormous difference to a young person who is struggling.

<https://www.youtube.com/watch?v=vpFG6mNAkAc&t=6s>

3. How to use it:

Watch and think about your classmates and friends. Is there anyone that might need support? Is there a teacher or relative young people in your class can address?

4. References:

Learn more at <http://www.americaspromise.org/report...> Join the conversation on social media by using #NotDropouts.

Resource #3 How to be a better friend to yourself

1. Objective and expected results by using the tool/resource in terms of Knowledge, Skills & Responsibility and Autonomy (ECVET principle)

To learn how to view our relation with our self under a different light, and how to be more compassionate and forgiving.
The skill gained will be to offer better support to our own self in times of adversity.

2. Description and Link to Tool or Resource:

“The person we may find it hardest to be kind and sympathetic to is, surprisingly, ourselves. Yet being a friend to ourselves provides the only viable basis for living an emotionally fulfilled life”.

<https://www.youtube.com/watch?v=wFUxiljp-Nk>

3. How to use it:

Watch the video and share it with your friends and class, if you want.

4. References:

The School of Life
FURTHER READING

“Polite people have it instilled in them from an early age that they should not talk too much about themselves. A few comments aside, they should – to prove appealing – always ask the other about their lives or stick to impersonal topics found in newspapers, lest they be accused of that heinous charge: self-absorption...”

You can read more on this and other subjects here: <https://goo.gl/ghTxYK>



WE HOPE THIS TOOLKIT IS USEFUL!
THANK YOU