



Preventive practices and integration in the workplace

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WP3 Training Framework

WP3/A2 HANDBOOK



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Module 1.

The overall system of early school leaving



1. TURKEY - YAKACIK

RESOURCE

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Oxford

School Dropout Causes in Turkish Education System (2009-2022): A Pareto Analysis by Grade Level

<https://dergipark.org.tr/tr/download/article-file/3116857>

Summary description: This research examines the reasons for school dropout occurring at varying education levels in the Turkish education system (TES). To this end, research on school dropouts pertaining to TES has been targeted. The results suggest that the family factor emerges as the main factor for school dropout in primary education in TES. The inadequacy of families' financial situation and low interest in education are effective. At the high school level, students' academic failure, absenteeism, peer pressure, and indifference of families appear as the causes of school dropouts. In higher education, difficulties learners experience in adapting to novel social environments, academic failure, financial problems and the thought of being a misfit for the selected department seem to be among the causes of school dropout.

Objectives: The purpose of this resource is to help trainers and teachers understand the reasons of ESL in Turkey and to provide suggestions to reduce and prevent ESL in Turkish Education System.

Beneficiaries Trainers, Teachers and Parents

Actions

- Devote time to read and highlight the most common causes of early school leave in Turkey.
- Discuss with your colleagues what factors are more relevant or prevalent to your own context.
- When possible, organize an internal workshop with your team to see how to discuss the suggestions provided.
- Define the suggestions which can be applicable in your context.

2. FRANCE - IRIPS

ACTIVITY

Name of activity:	Classroom Shrink Challenge
Type of activity:	Team-Building and Problem-Solving Exercise
Target:	Young people, Trainers
Difficulty:	Not difficult
Group size:	10-20 people
Duration:	½ - 1 hour
Setting:	Any room that is big enough for 20 people.
Material:	Rope or traffic cones, or even chairs.
Step-by-step method:	Group members have to organize themselves in a way they can fit a classroom space that's rapidly shrinking. Divide your team into two groups. These two groups are competitors. They both stand in a defined place. The trainer/teacher reduces the standing area with, for example, a rope or small traffic cones. The group members have to find a way to all fit in the limited area. As a trainer, you keep pushing their limits by reducing the area. The group that can get in the smallest "classroom" wins.
Objectives:	To cooperate, to become connected, to build trust, to feel part of a group, to have fun.

3. FRANCE - ECC

RESOURCE

Institute: Interreg - Réunion Island
Early school leaving and integration of NEETS into the labour market in Réunion Island https://www.interregeurope.eu/find-policy-solutions/expert-support-reports/early-school-leaving-and-integration-of-neets-into-the-labour-market-in-reunion-island
Summary description: On 28-30 November 2023, the Policy Learning Platform hosted a peer review for the Regional Council of La Réunion (France). The Region was looking for advice and inspiration on how to prevent school and academic dropout rates, as well as to increase the employment rate of young people. The Regional Council of La Réunion wishes to put in place an action plan to prevent and combat early school leaving, which is a major regional cause. This action plan will be based on a strategy to be defined with the local stakeholders
Objectives The Regional Council of La Réunion wishes to put in place an action plan to prevent and combat early school leaving
Beneficiaries Trainers, Teachers, Parents
Actions Creation of an Action Plan that can be accessed through the link above.
Instruments A step-by-step Action Plan
Results Employing methods to prevent drop-out.

4. GREECE - IASIS

RESOURCE

<p>Institute Hellenic Mediterranean University/ HMU</p>
<p>The school dropout of gypsy children in the municipality of Heraklion city</p> <p>https://apothesis.lib.hmu.gr/handle/20.500.12688/8402</p>
<p>Summary description</p> <p>The aim of this thesis is to research the cause and a relative absence of school in general, specifically of the Gypsy children in the municipality of Heraklion. The research is conducted by random sampling. Secondly, according to the cooperation with the Center for Gypsy support the research was directed by interview with three staff members of the center. The topic of the school abstention of the Gypsy children is vast and great amount is only as bibliographic sources. The main research is mainly focused on the reasons of the school abstention and the ascertainment if the research agrees with the analyzed bibliographical sources.</p>
<p>Objectives</p> <p>Identify Causes of School Dropout: Investigate and comprehend the primary reasons for school abstention among Gypsy children in Heraklion.</p> <p>Cooperation with Gypsy Support Center: Collaborate with the Center for Gypsy support to enrich the research through insights from professionals working directly with the community.</p> <p>Bibliographical Comparison: Ascertain the alignment of research findings with existing bibliographical sources on the topic.</p>
<p>Beneficiaries</p> <p>Educational authorities, Gypsy support centers, Gypsy children, Community advocates.</p>
<p>Actions</p> <ol style="list-style-type: none"> 1. Random Sampling: Utilize a random sampling approach to gather data from Gypsy children in the municipality. 2. Cooperation with Gypsy Support Center: Conduct interviews with three staff members of the Center for Gypsy support to obtain expert perspectives.

3. Literature Review: Conduct an extensive review of bibliographical sources related to school abstention among Gypsy children.
4. Comparative Analysis: Analyze the research findings to determine alignment or disparities with existing literature.

Instruments

Interviews, Random Sampling Surveys, Literature Review.

Results

The research uncovers specific reasons for school dropout among Gypsy children in Heraklion, providing valuable insights for educational authorities and support centers. The collaboration with the Gypsy Support Center enriches the study, offering a practical perspective. The comparative analysis with existing literature enhances the validity of the findings, contributing to the understanding and potential resolution of the issue.

ACTIVITIES / PRACTICAL TOOLS

Name of activity:	"EcoMap Workshop"
Type of activity:	Interactive Workshop and Strategic Planning Session
Target:	School teachers, counselors, parents
Difficulty:	Moderate
Group size:	15-20 participants
Duration:	depends on the timetable, preferably a half-day workshop (3-4 hours)
Setting:	School conference room or community center
Material:	-Large sheets of paper or whiteboards

	<p>-Markers, sticky notes, and pens</p> <p>-Printed templates of an ecological system map</p>
<p>Step-by-step method:</p>	<p>Group members have to organize themselves in a way they can fit a classroom space that’s rapidly shrinking. Divide your team into two groups. These two groups are competitors. They both stand in a defined place. The trainer/teacher reduces the standing area with, for example, a rope or small traffic cones. The group members have to find a way to all fit in the limited area. As a trainer, you keep pushing their limits by reducing the area. The group that can get in the smallest “classroom” wins.</p> <p style="text-align: center;">Bronfenbrenner's Ecological Model Template</p> <p>Before the activity</p> <p>Prepare Templates: Create templates of an ecological system map (similar to Bronfenbrenner's model) for each participant.</p>

Collect Data: Gather relevant data on local resources, support services, and factors contributing to early school leaving in the community.

During the activity

1. Introduction (30 minutes):
 - Brief overview of the bioecological theory.
 - Presentation of key predictive factors of early school leaving.
 - Explanation of the purpose of the EcoMap Workshop.
2. EcoMap Creation (90 minutes):
 - Distribute templates and materials.
 - Participants fill in their ecological system maps with factors contributing to early school leaving.
 - Encourage the inclusion of both individual and contextual elements.
3. Group Discussions (30 minutes):
 - Divide participants into small groups.
 - Discuss and analyze the EcoMaps, identifying common themes and potential interventions.
 - Each group selects a spokesperson to share insights.
4. Strategic Planning (45 minutes):
 - Present information on effective prevention strategies involving families and schools.
 - Participants brainstorm and outline practical strategies for intervention.
 - Emphasize the importance of collaboration between teachers and parents.

After the activity

Group Presentation (30 minutes):
-Each group presents their strategic plan.

	<p>-Encourage discussion and feedback. Action Plan Development (30 minutes):</p> <ul style="list-style-type: none"> -Facilitate the development of an action plan based on the insights gained. -Encourage participants to set goals and identify specific steps for implementation. <p>Follow-Up and Monitoring (Ongoing):</p> <ul style="list-style-type: none"> -Establish a follow-up mechanism to monitor the progress of the action plans. -Provide ongoing support and resources to participants.
<p>Objectives:</p>	<p>Objectives:</p> <ol style="list-style-type: none"> 1. To understand the bioecological theory of human development and its relevance to early school leaving. 2. To recognize individual and contextual factors contributing to early school leaving. 3. To foster collaboration between teachers and parents in preventing school dropout. 4. To develop practical strategies for improving the attractiveness of schools.

5. ITALY - GIONET

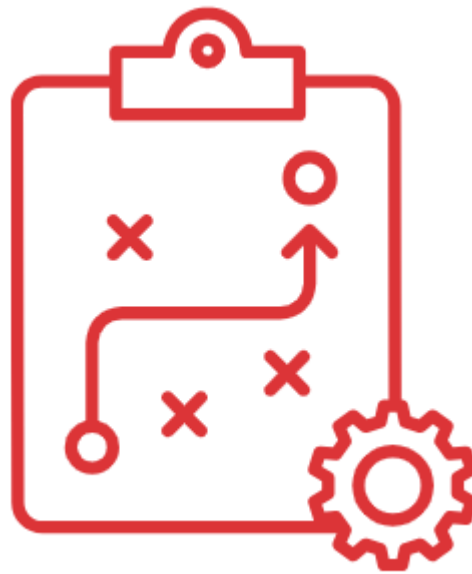
RESOURCE

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<p>Institute: Civiform (IT)</p>
<p>DROP-APP: give voice to youngsters through new technologies to fight drop-out!</p>
<p>Objectives</p> <ul style="list-style-type: none"> - Set up and promote measures of prevention and early intervention to fight issue of dropouts - Define tools and implementation methods – based on new technologies – to improve communications and interactions to early school leavers and those at risk of, in school-life and other educative contexts
<p>Beneficiaries</p> <p>Students who demonstrated to have problems in managing emotions; that problems often result in difficulties at school such as bad behaviors against rules, demotivation and/or bad relationships with peers and adults.</p>
<p>Actions</p> <ul style="list-style-type: none"> - Get a sample survey on how early school leavers and those at risk of, perceive their condition in relation with themselves, their family and society where they live - Define and test tools and practical methods to facilitate interaction, sharing of emotions, discussion of the early school leavers (and those at risk of), with peers and support figures such as mentors - Test the integration of ICT tools and methods in already existing preventive and intervention actions against dropout, in order to improve the communication and relation parts
<p>Instruments : Ict tool, surveys, video camera,</p>
<p>Results</p> <p>Analysis of causes of early school leaving and of methods based on ICT to fight it. Virtual community / web portal where to provide useful resources and the online peer mentoring service.</p>

Module 2.

Sharing Strategies against DropOut of NEETs



1. TURKEY - YAKACIK

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RESOURCE

Name of tool:	CEDEFOP - VET toolkit for empowering NEETs
Type of activity:	https://www.cedefop.europa.eu/en/tools/neets
Target:	<p>Policy-makers and practitioners, working in a ministry, VET school, company, guidance centre, public employment service, social service, or youth organisations, and providers of support to young NEETs looking for ways to:</p> <ul style="list-style-type: none"> - identify and monitor NEETs; - intervene to reskill and/or upskill them and integrate them into the labour market; - learn and get inspired by related good practices undertaken within a country, region or institution.
Difficulty:	N/A
Tools:	<p>The toolkit covers resources at the European level or at the national, regional or local level of the 27 EU member states.</p> <ul style="list-style-type: none"> - Good practices – successful measures and projects implemented in different EU countries to address the re-integration of NEETs into education or training or the labour market. - Toolkits and tools drawn from successful VET practices, including instruments developed as part of projects funded by the Erasmus+ programmes. - Evaluation plan for policy-makers - Cedefop has developed an evaluation plan for the monitoring and evaluation of specific policies and measures to be used by policy-makers and other stakeholders who are not experts in the field of evaluation. - Evaluation plan for VET providers - Cedefop has developed an evaluation plan for the monitoring and evaluation of specific policies and measures to be used by providers of support to youth NEETs who are not experts in the field of evaluation. - Publications, statistics and data on NEETs in the EU member states.”

Objectives:	You can use the toolkit to: <ul style="list-style-type: none">- find guidelines to design, implement and evaluate interventions to support young NEETs;- promote reflection and dialogue among policy-makers and practitioners on the current strategies to integrate NEETs in education or training, the labour market and the society;- support decision-making processes through the development of action plans inspired by the toolkit's resources. Objectives: To have a more comprehensive and structured plan, to implement actions that are sound and tested.
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2. FRANCE - IRIPS

RESOURCE

1.

Institute National Library of Medicine / Frontiers of Psychology
<p>Advancing school dropout early warning systems: the IAFREE relational model for identifying at-risk students</p>
<p>https://www.ncbi.nlm.nih.gov/pmc/articles/PMC10425558/</p>
<p>Summary description: The model provides an in-depth analysis of the factors leading to drop-out: «After the theoretical steps, we found content validity for five relational dimensions for SD (Student-School, Student-School Professionals, Student-Family, Student-Community, and Student–Student) that include 12 facets of risk factors. At the empirical stage, confirmatory analysis corroborated the proposed theoretical model with 12 first-order risk factors and 5 s-order dimensions (36 items)».</p>
<p>Objectives By learning more about the factors leading to drop-out, learners can apply early-warning systems.</p>
<p>Beneficiaries Trainers, Teachers, Parents</p>
<p>Actions Reading and understanding the relations between School- Family – Community – School Peers</p>
<p>Instruments N/A</p>
<p>Results Employing early warning systems to prevent drop-out.</p>

2.

Institute: UNICEF
<p style="text-align: center;">Monitoring Education Participation</p> <p style="text-align: center;">https://www.unicef.org/eca/media/2956/file/monitoring_education_participation.pdf</p>
Summary description: The document describes the totality of the problem, giving information and data about reporting and determining student drop-out risk.
Objectives By learning more about the factors leading to drop-out, learners can have a complete idea of how to prevent it.
Beneficiaries Trainers, Teachers, Parents
Actions Reading and understanding the relations between School- Family – Community – School Peers
Instruments N/A
Results Employing methods to prevent drop-out.

3. FRANCE - ECC

RESOURCE

École des Semeurs (the Growing School)	
At the École des Semeurs, students cultivate ecology!	
https://www.fondationdefrance.org/en/cat-early-school-leaving/at-the-ecole-des-semeurs-students-cultivate-ecology	
<p>Summary description: The school’s aim: to provide training for jobs in organic farming and local food production. Training that is not only dedicated to respect for the environment, but also develops concrete skills and techniques that help students enjoy learning again. These young people, aged 14 to 18 years old, often have experienced a difficult childhood, living in foster homes or diagnosed on the autism spectrum. The program allows them to work towards a vocational training diploma (the French Certificat d’Aptitude Professionel, CAP) in small groups with an attentive educational team.</p>	
<p>Objectives “Students are calmer, they help each other, and most of all, they are very proud to see that they are capable of making things grow! It gives them confidence in themselves.” Plus they work towards the French Certificat d’Aptitude Professionel.</p> <p>At the École des Semeurs (the Growing School) in the Eure district, young people who are failing at school learn how to enjoy learning again by training to work in organic farming. A logical choice in light of the current environmental challenges we are facing, and one that gives hope to students who are unsure of their future.</p>	
Beneficiaries	Trainers, Teachers, Parents
Actions	Training in organic farming
Instruments	N/A
Results	Using a work-oriented programme to tackle early school leaving and students in vulnerable situations.

4. GREECE - IASIS

RESOURCE

<p>Institute Hellenic Open University</p>
<p>Adult education, skills and labour market. A survey of unemployed young people aged 18-24 attending adult education programmes.</p> <p>https://apothesis.eap.gr/archive/item/147232</p>
<p>Summary description</p> <p>The paper investigates the perspectives of unemployed young individuals aged 18-24 participating in adult education programs. It explores the perceived benefits of these programs and aims to emphasize the importance of aligning vocational training with the genuine educational needs of participants, considering both current and future labor market demands. The research questions are centered around identifying the essential skills required for unemployed young adults in adult education programs and assessing how adult education can effectively connect with and benefit individuals aged 18-24 in the labor market.</p>
<p>Objectives</p> <ol style="list-style-type: none"> 1. <i>Examine</i> the views expressed by adult learners aged 18-24 regarding adult education programs. 2. <i>Identify</i> the necessary skills for unemployed young people in adult education programs to enhance employability. 3. <i>Assess</i> the linkage between adult education and the labor market. 4. <i>Evaluate</i> the effectiveness of adult education in meeting the needs of young people aged 18-24.
<p>Beneficiaries</p> <p>Unemployed young individuals aged 18-24 participating in adult education programs.</p>
<p>Actions</p> <p>Conduct a quantitative research study involving 90 trainees from Lifelong Learning Centers (KEDIVIM) and Vocational Training Institutes (I.E.K) in the prefecture of Serres during the period 2019-2020.</p> <p>Utilize a questionnaire-based empirical material collection protocol developed through a bibliographic review.</p>

Analyze the collected data using Statistical Package for the Social Sciences (SPSS).
Instruments Quantitative methodological approach, questionnaire protocol for empirical material collection, data analysis methods.
Results The research findings indicate that young individuals aged 18-24 largely associate their participation in adult education programs with positive outcomes related to the labor market. These outcomes include increased employment opportunities, improvements in working conditions, and the acquisition of knowledge and social skills. The research effectively answers the posed research questions and highlights the significance of tailoring adult education programs to the evolving needs of modern society.

ACTIVITIES / PRACTICAL TOOLS

Name of activity:	IKIGAI for dropout prevention
Type of activity:	Self-Discovery and Goal-Setting Workshop
Target:	NEET youth
Difficulty:	Moderate
Group size:	Small groups (2-3 people per group)
Duration:	1-1,5 hour
Setting:	Comfortable and relaxed environment
Material:	<ul style="list-style-type: none"> • Flip chart or whiteboard and markers • Sticky notes • Pens/pencils • Printed worksheets or handouts • Colored markers

<p>Step-by-step method:</p>	<p>Before the activity</p> <p>Preparation:</p> <ul style="list-style-type: none"> • Create a large Ikigai diagram for visual representation. • Prepare printed worksheets or handouts with guiding questions. • Set up the room with comfortable seating for group discussions. <p>Introduction:</p> <ul style="list-style-type: none"> • Explain the concept of Ikigai, emphasizing its relevance to personal fulfillment and motivation in education. <p>During the activity</p> <p>Self-Reflection:</p> <ul style="list-style-type: none"> • Distribute worksheets or handouts with guiding questions for participants to reflect on their passions, vocations, professions, and missions in the context of education.

	<p>Mapping Ikigai with Education:</p> <ul style="list-style-type: none">• Display the Ikigai diagram and provide each participant with sticky notes.• Instruct participants to place their sticky notes on the relevant sections of the diagram, considering how education fits into their Ikigai. <p>Goal Setting for Education:</p> <ul style="list-style-type: none">• Guide participants in setting achievable educational goals based on their identified Ikigai elements.• Discuss the importance of education in realizing their Ikigai. <p>Identifying Challenges:</p> <ul style="list-style-type: none">• Facilitate a discussion on potential challenges that NEET youth may face in continuing their education.• Discuss how aligning education with Ikigai can provide motivation to overcome these challenges. <p>After the activity</p> <p>Reflection and Action Plan:</p> <ul style="list-style-type: none">• Allow participants to reflect on the workshop, particularly on how aligning education with Ikigai can positively impact their motivation and commitment.• Encourage them to create a personal action plan for integrating their Ikigai into their educational journey. <p>Follow-Up Support:</p> <ul style="list-style-type: none">• Provide information on resources and support services related to education and personal development.• Establish a follow-up mechanism to check on participants' progress in aligning their education with their Ikigai.
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<p>Objectives:</p>	<ol style="list-style-type: none">1. Ikigai Exploration:<ul style="list-style-type: none">• Introduce the concept of Ikigai and its components (passion, vocation, profession, mission).• Connect the concept to personal fulfillment and motivation.2. Self-Reflection:<ul style="list-style-type: none">• Encourage participants to reflect on their personal interests, skills, and values.• Emphasize the importance of aligning their educational path with their Ikigai.3. Mapping Ikigai with Education:<ul style="list-style-type: none">• Use visual aids such as a large Ikigai diagram.• Instruct participants to place sticky notes on the diagram, identifying aspects related to their education.4. Goal Setting for Education:<ul style="list-style-type: none">• Guide participants in setting short-term and long-term educational goals aligned with their Ikigai.• Discuss the connection between education and personal fulfillment.5. Identifying Challenges:<ul style="list-style-type: none">• Facilitate a discussion on potential challenges that may lead to dropout.• Explore how aligning education with Ikigai can overcome these challenges.
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Module 3.

Achieving Digital Tools



1. TURKEY - YAKACIK

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ACTIVITY

Name of activity:	Digital Skills Scavenger Hunt Source: https://en.wikipedia.org/wiki/Scavenger_hunt
Type of activity:	Interactive Learning and Exploration Exercise
Target:	NEETS
Difficulty:	N/A
Group size:	12 to 20 (for larger groups, it could be adjusted into a whole group activity)
Duration:	70 minutes
Setting:	Classroom or a smaller room depending on the group size
Material:	<ul style="list-style-type: none"> - List of digital tools and resources (e.g., online learning platforms, job search websites, productivity apps) - Computers or mobile devices with internet access - Worksheets or notebooks for participants to record their findings
Step-by-step method:	<p>Introduction (10 minutes):</p> <ul style="list-style-type: none"> - Explain the purpose of the activity: to explore and discover useful digital tools for learning and skill development. - Provide an overview of the tools and resources that will be explored during the scavenger hunt. <p>Scavenger Hunt (30 minutes):</p> <ul style="list-style-type: none"> - Divide participants into small groups. - Provide each group with a list of digital tools and resources to explore. - Instruct participants to use computers or mobile devices to visit each tool/resource and complete a task or answer a question related to its use (e.g., "Find

	<p>a free online course on this platform that interests you").</p> <ul style="list-style-type: none"> - Encourage participants to explore beyond the basic features and discover additional resources or functionalities. <p>Debrief (15 minutes):</p> <ul style="list-style-type: none"> - Reconvene the groups and discuss their findings. - Ask participants to share their favorite tools/resources and how they might use them to improve their skills or find opportunities. - Facilitate a discussion on the benefits of using digital tools for learning and skill development. <p>Reflection (10 minutes):</p> <ul style="list-style-type: none"> - Ask participants to reflect on their experience during the scavenger hunt. - Encourage them to think about how they can integrate digital tools into their daily lives to enhance their learning and skills. <p>Closing (5 minutes):</p> <ul style="list-style-type: none"> - Summarize the key takeaways from the activity. - Encourage participants to continue exploring and using digital tools to further their education and career goals.
<p>Objectives:</p>	<p>To familiarize NEETs with various digital tools and resources available for learning and skill development.</p>

2. FRANCE - IRIPS

ACTIVITY

Name of activity:	Pelgulinna Highschool, Tallinn, Estonia Link: https://www.youtube.com/watch?v=Lkb4-Qx1U2s&t=14s
Type of activity:	Blended Learning Model
Target:	Students / Teachers
Difficulty:	Depending on sate limitations, it might be difficult
Group size:	Flexible
Duration:	Students study 4 days at school and have 1 “independent” day at home.
Setting:	Home- learning, building time-management, independence, responsibility, less stress.
Material:	Students are given assignments that integrate several subjects
Step-by-step method:	Attend school for 4 days. Receive integrated assignments. Complete assignments independently at home. Develop time-management and responsibility skills.
Objectives:	Less stress, more cooperation, more autonomy.

3. FRANCE - ECC

TOOL

1.

Name of tool:	Effective outreach to NEETs, Experience from the ground file:///C:/Users/User/Downloads/KE-01-18-816-EN-N.pdf
Type of tool:	Resource for best practices
Target:	Trainers, Educators
Difficulty:	Not difficult
Usage:	Read throughout the Guide and make a selection of what is applicable in your organisation in relation to resources, cost, and target groups. Then create a comprehensive plan of which activities you are going to use e.g. Testing with target groups is crucial (helps target activities before rolling them out), Linking to existing/Setting up of a YG official webpage where key information can be found and people can register, Use of Facebook, YouTube and other social media channels (but need to be updated and managed regularly), Cooperation with celebrities, role models or popular YouTubers (boost interest from NEETs & media), Going beyond online presence: events in rural areas to reach NEETs and attendance to youth events (with presence of advisors), Funny and catchy radio spots (also for streaming platforms)
Objectives:	To have a more comprehensive and structured plan, to implement actions that are sound and tested.

ACTIVITY

Name of activity:	Mentoring sport dans la ville http://utcaifoci.hu/wp-content/uploads/2018/01/Team-Up-fot-Neets-Toolkit.pdf
Type of activity:	Mentoring and Sports Activity
Target:	Young people, Trainers
Difficulty:	Can be challenging to organise
Group size:	As many groups of 2 people (one NEET and one Mentor) are willing to participate
Duration:	1 year
Setting:	Any room that is big enough for 20 people.
Material:	Rope or traffic cones, or even chairs.
Method:	Sport dans la Ville's mentoring scheme matches NEET young people with a mentor from the business world. The mentor is not a parent, teacher or relative, but still spends lots of time with the young person and provides advice and guidance for free. This support can focus on more personal issues, such as the soft skills of confidence, self-discipline, self-awareness, decision-making, resilience or motivation; or on more practical matters including what college courses are available or how to find a job vacancy in a particular sector. The young person and mentor will meet up face-to-face at least once a month over a year, as well as communicate regularly by phone and email.
Objectives:	The aim of the mentoring activity is to support NEET young people to: <ul style="list-style-type: none"> ● increase their soft skills

	<ul style="list-style-type: none"> ● improve their confidence and self-esteem ● gain personal, one-to-one advice on a variety soft skills ● gain a better understanding of the business world and the reality of specific jobs ● define their career goals more clearly ● make better decisions about what training or studies they should undertake ● develop a network of business contacts ● increase their entrepreneurial skills.
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TOOL

Name of tool:	<p>Coordination Nationale d'Accompagnement des Étudiantes et Étudiants" (a.k.a Cnaé, national centre for students' follow-up. Link https://www.campusfrance.org/en/actu/bien-etre-et-sante-mentale-des-etudiants-cnae-nouveau-dispositif-d-accompagnement Target: Students / Young People/Trainers/ Teachers</p>
Type of activity:	<p>Cnaés is a free of charge and secured platform designed to provide counsel, guidance, information and attention implemented by the French ministry of higher education to help students experimenting angst or facing violence or discrimination.</p>
Duration	<p>Indefinite</p>
Setting	<p>Online</p>
Material and objectives	<p>Young people are given support and resources to better prevent the sources of psychological stress and improve students' mental care. It relies on listening and follow-up, and highlights the commitment of the ministry in favour of all aspects of student life, a commitment that will put every student on the path of "empowerment and an environment of studies encouraging success".</p>

4. GREECE - IASIS

RESOURCE

Institute National Documentation Centre/e-journals

Young people out of education, employment and training (NEETs): aspects and dimensions of a modern form of vulnerable social group.

<https://ejournals.epublishing.ekt.gr/index.php/socwork/article/view/36257>

Summary description

This paper investigates the global phenomenon of NEETs (youth Not in Education, Employment, or Training), focusing on individuals aged 15 to 29 not actively engaged in educational or vocational pursuits. The country of study consistently exhibits NEET rates among the highest in the European Union. The article explores the historical development of the NEET terminology, examining the multifactorial reasons leading young individuals into this category. It comprehensively analyzes the dimensions of this contemporary social issue, delving into challenges in youth transitions and identifying risk factors contributing to NEET status. Additionally, the paper assesses the impact of both the long-term economic recession and the COVID-19 pandemic on NEET rates. Lastly, it outlines the implications of the NEET phenomenon in the country and explores European policies aimed at addressing this significant societal challenge.

Objectives

Define and explore NEET phenomenon:

- Provide a comprehensive understanding of the NEET category and its global prevalence.

Examine development and dimensions:

- Trace the development of the NEET terminology.
- Explore the various dimensions of the contemporary social phenomenon.

Investigate youth transition challenges:

- Examine challenges in youth transitions contributing to NEET status.

Identify risk factors:

- Analyze risk factors that lead young people to become NEETs.

Study impact of economic recession and COVID-19:

<ul style="list-style-type: none"> • Investigate the effects of the long-term economic recession on NEET rates. • Explore the impact of the COVID-19 pandemic on the NEET phenomenon. <p>Examine implications and policies:</p> <ul style="list-style-type: none"> • Evaluate the implications of the NEET phenomenon in the country. • Present and analyze European policies aimed at addressing NEET challenges.
<p>Beneficiaries Policy Makers, Educational Institutions, Social Workers and Counselors, Youth Advocacy Groups</p>
<p>Actions</p> <ol style="list-style-type: none"> 1. <i>Literature Review and Terminology Development:</i> <ul style="list-style-type: none"> • Conduct a comprehensive literature review on the NEET phenomenon. • Trace the historical development of the NEET terminology. 2. <i>Survey and Data Analysis:</i> <ul style="list-style-type: none"> • Collect and analyze data on NEET rates, focusing on the country's standing in the European Union. • Examine the factors contributing to NEET status through surveys and statistical analysis. 3. <i>Case Studies and Qualitative Research:</i> <ul style="list-style-type: none"> • Undertake case studies to explore the dimensions and personal stories of NEET individuals. • Conduct qualitative research to understand the impact of economic recession and the COVID-19 pandemic. 4. <i>Policy Analysis:</i> <ul style="list-style-type: none"> • Analyze existing national and European policies aimed at addressing NEET challenges. • Identify gaps and propose potential policy improvements. 5. <i>Dissemination of Findings:</i> <ul style="list-style-type: none"> • Share research findings through academic publications, conferences, and policy forums. • Engage with stakeholders to disseminate information on the implications of the NEET phenomenon.
<p>Instruments Surveys and Data Collection Tools, Case Study Frameworks, Policy Analysis Framework.</p>

Results

The paper aspires to present a comprehensive understanding of the NEET phenomenon, encompassing its historical development, identifying risk factors, and evaluating the impact of economic recession and the COVID-19 pandemic on NEET rates. Additionally, the research scrutinizes existing policies and offers recommendations to address the implications of NEET status. Through this multifaceted exploration, the paper aims to contribute insights that can inform more effective interventions for this vulnerable youth population.

ACTIVITIES / PRACTICAL TOOLS

Name of activity:	Digital Storytelling
Type of activity:	Video Creation and Editing Exercise
Target:	NEET youth
Difficulty:	Moderate
Group size:	10-15 participants
Duration:	60-90 minutes
Setting:	Room with access to computers
Material:	<ol style="list-style-type: none"> 1. Computers/laptops for each participant. 2. Video editing software (e.g., Adobe Premiere Rush, Chipchamp). 3. Cameras or smartphones for recording. 4. Internet access for research and uploading the final projects. 5. Storytelling templates. (e.g. The Before After Bridge Framework/known as BAB)

	<div style="text-align: center; background-color: #ADD8E6; padding: 10px;"> <h2 style="margin: 0;">BEFORE - AFTER - BRIDGE</h2> <h3 style="margin: 0;">COPY TEMPLATES</h3> </div> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #F08080;"> <th style="padding: 5px;">PROBLEM</th> <th style="padding: 5px;">SOLUTION</th> <th style="padding: 5px;">PRODUCT/SERVICE</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Are you tired of <problem></td> <td style="padding: 5px;">Imagine having <solution></td> <td style="padding: 5px;">We're on a mission to fix this for you with <product></td> </tr> <tr> <td style="padding: 5px;">You have no idea how <problem></td> <td style="padding: 5px;">What if I told you <solution></td> <td style="padding: 5px"><product> makes it easy.</td> </tr> <tr> <td style="padding: 5px"><problem> is a hassle</td> <td style="padding: 5px;">Truth is <solution> is the better choice for you</td> <td style="padding: 5px;">Our <product> will help you get there faster!</td> </tr> <tr> <td style="padding: 5px;">Are you paying more than needed to <problem></td> <td style="padding: 5px;"></td> <td style="padding: 5px;">Get <benefit> with <product></td> </tr> </tbody> </table>	PROBLEM	SOLUTION	PRODUCT/SERVICE	Are you tired of <problem>	Imagine having <solution>	We're on a mission to fix this for you with <product>	You have no idea how <problem>	What if I told you <solution>	<product> makes it easy.	<problem> is a hassle	Truth is <solution> is the better choice for you	Our <product> will help you get there faster!	Are you paying more than needed to <problem>		Get <benefit> with <product>
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<p>Step-by-step method:</p>	<p>Before the activity</p> <p>Preparation: Install the necessary video editing software on each computer. Create accounts on relevant online platforms for sharing final projects.</p> <p>Orientation: Provide an overview of digital storytelling and its impact on empowerment. Introduce the video editing tools and basic storytelling principles.</p> <p>During the activity</p> <p>Video Editing Tutorial: Conduct a practical tutorial on video editing software, covering basic functions and techniques for effective storytelling.</p> <p>Story Concept Development: Allow participants to brainstorm and develop their story concepts. Encourage them to focus on personal experiences, challenges, and achievements.</p>															

	<p>Recording Session: Provide time for participants to record video clips using cameras or smartphones based on their storyboards.</p> <p>Editing and Peer Review: Participants edit their video projects individually. Encourage peer review sessions where they share their progress and provide constructive feedback.</p> <p>After the activity</p> <p>Final Edits and Upload: Finalize video edits and upload the projects to an online platform or social media channel.</p> <p>Digital Showcase: Organize a digital showcase event where participants present their digital stories to a wider audience, potentially including local community leaders or employers.</p> <p>Digital Aspect: Utilize a collaborative online platform (e.g., Google Drive, Microsoft Teams) for sharing resources, conducting virtual peer reviews, and coordinating the digital showcase. This ensures ongoing engagement and collaboration among participants.</p>
<p>Objectives:</p>	<ul style="list-style-type: none"> • Enhance digital skills for video editing and storytelling. • Develop creativity, critical thinking, and problem-solving skills. • Foster collaboration and cooperative learning. • Empower NEET youth by giving them a platform to share their stories.

5. ITALY - GIONET

ACTIVITY

Name of activity:	Stimulate digital brainstorming!
Type of activity:	Interactive Digital Discussion
Target:	Young people 14-18 yo
Difficulty:	Not difficult
Group size:	10-30 people
Duration:	2 hours
Setting:	a room big enough to contain 20 participants
Material:	Smartphone. Mentimeter is just an example of software useful to be used for this kind of actions; other tools that may be used in the same way are Google Docs and Kahoot. A good wi-fi connection is fundamental.
Step-by-step method:	<p>Step-by-step method: Using Mentimeter or similar software for promoting expression of thoughts and points of view and stimulating debating and/or the recognition of a different point of view. This kind of activity should be based on a topic chosen in advance and start with some questions to which students reply anonymously by their smartphone/tablet, viewing in real time their replies and their mates' replies.</p> <p>Choice of the topic to discuss; preparation of a questionnaire / some questions to submit to students through Mentimeter; students reply anonymously and seeing in real time what they and their peers replies; teachers promote discussion about what emerged</p>
Objectives:	<p>Develop Communication skills, Mediation process, Social skills</p> <p>Develop ability of expressing an opinion and recognizing/discussing one own's point of view</p>

Module 4.

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



1. TURKEY - YAKACIK

TOOL

<p>Name of tool:</p>	<p>CEDEFOP – Skills Forecast Link to tool: https://www.cedefop.europa.eu/en/tools/skills-forecast</p>
<p>Type of tool:</p>	<p>The toolkit covers resources at the European level or at the national, regional or local level of the 27 EU member states.</p> <ul style="list-style-type: none"> - Good practices – successful measures and projects implemented in different EU countries to address the re-integration of NEETs into education or training or the labour market. - Toolkits and tools drawn from successful VET practices, including instruments developed as part of projects funded by the Erasmus+ programmes. - Evaluation plan for policy-makers - Cedefop has developed an evaluation plan for the monitoring and evaluation of specific policies and measures to be used by policy-makers and other stakeholders who are not experts in the field of evaluation. - Evaluation plan for VET providers - Cedefop has developed an evaluation plan for the monitoring and evaluation of specific policies and measures to be used by providers of support to youth NEETs who are not experts in the field of evaluation. - Publications, statistics and data on NEETs in the EU member states.
<p>Target:</p>	<p>Policy-makers and practitioners, working in a ministry, VET school, company, guidance centre, public employment service, social service, or youth organisations, and providers of support to young NEETs looking for ways to:</p> <ul style="list-style-type: none"> - identify and monitor NEETs;

	<ul style="list-style-type: none"> - intervene to reskill and/or upskill them and integrate them into the labour market; - learn and get inspired by related good practices undertaken within a country, region or institution
Difficulty:	N/A
Objectives:	<p>You can use the toolkit to:</p> <ul style="list-style-type: none"> - find guidelines to design, implement and evaluate interventions to support young NEETs; - promote reflection and dialogue among policy-makers and practitioners on the current strategies to integrate NEETs in education or training, the labour market and the society; - support decision-making processes through the development of action plans inspired by the toolkit's resources. Objectives: To have a more comprehensive and structured plan, to implement actions that are sound and tested.

2. FRANCE - IRIPS

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Name of activity:	“Bring a professional to school”
Type of activity:	Presentation and discussion
Target:	Young people, Trainers
Difficulty:	Not difficult
Group size:	10-20 people
Duration:	1-2 hours
Setting:	Any room that is big enough for 20 people.
Material:	No material needed
Step-by-step method:	Invite a professional from any field to your classroom to present their job and its attributes. He/she can use a PPT presentation, or can just talk without any written material. The only prerequisite is that the person is a good, inspirational speaker. After the end of the presentation, allow students to ask questions liberally.
Objectives:	The goal of this activity is for young people to be able to place themselves in the other person’s shoes and project themselves to a positive future.

3. FRANCE - ECC

RESOURCE

Title: “Find your dream job without ever looking at your resume” | Laura Berman Fortgang | TEDxBocaRaton

Link: <https://www.youtube.com/watch?v=wfNXIcHk-fE>

4. GREECE - IASIS

RESOURCE

Institute Institutional Repository HELLANICUS
<p>School drop-out and labour market integration in the North and South Aegean.</p> <p>https://hellanicus.lib.aegean.gr/handle/11610/14542</p>
<p>Summary description</p> <p>The present study is a comparative investigation into student dropout in the islands of the North Aegean and the Dodecanese cluster in Greece. Focusing on the multifactorial dimensions of this modern social problem, the research dives into the vocational rehabilitation of young people who have left school in island regions. The study aims to offer a comprehensive understanding of the dropout phenomenon and its implications for labor force structure and local communities.</p>
<p>Objectives</p> <ul style="list-style-type: none"> ● Examine the factors contributing to student dropout in the North Aegean and Dodecanese islands. ● Understand the vocational rehabilitation challenges faced by young individuals who have left school. ● Analyze the impact of school dropout on the general structure of the labor force in island regions. ● Investigate the long-term processes associated with student dropout. ● Establish a foundation for raising the educational level of young people for better career guidance and labor market integration.
<p>Beneficiaries</p> <p>Students, Educational Institutions, Local Communities.</p>
<p>Actions</p> <ol style="list-style-type: none"> 1. Data Collection: Gather quantitative and qualitative data on student dropout rates, reasons, and vocational outcomes. 2. Comparative Analysis: Conduct a comparative study between the North Aegean and Dodecanese islands. 3. Stakeholder Interviews: Engage with students, parents, teachers, and local employers to understand perspectives. 4. Policy Review: Analyze existing educational and vocational rehabilitation policies relevant to the islands.

5. Intervention Design: Develop targeted interventions based on research findings to address dropout challenges.
<p>Instruments Surveys and questionnaires, Interviews, Policy analysis framework, Comparative Metrics.</p>
<p>Results This study examines school dropout in the North Aegean and Dodecanese islands, unraveling the complex factors influencing this phenomenon. Through comparative analysis, it provides insights into dropout rates and vocational rehabilitation outcomes, shedding light on regional nuances. The findings contribute to targeted interventions and policy enhancements tailored to the unique challenges of island communities. The study aims to establish a foundation for improving educational levels, enhancing career guidance, and facilitating labor market integration, offering a roadmap for positive change in these regions.</p>

ACTIVITIES / PRACTICAL TOOLS

Name of activity:	My first steps in the workforce"/Simulation Game
Type of activity:	
Target:	Young trainees preparing for the workforce, students.
Difficulty:	Easy difficulty.
Group size:	small groups (4-6 participants per group).
Duration:	2 hours.
Setting:	Classroom or a space with a place to sit and a place to write.
Material:	<ul style="list-style-type: none"> ● Paper ● Markers ● Sticky notes

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	<ul style="list-style-type: none"> ● Flip chart or whiteboard ● Timer ● Printed instructions for each group
<p>Step-by-step method:</p>	<p>Before the activity</p> <p>Prepare Materials: Create a set of business scenarios and corresponding challenges. Print instructions for each group.</p> <p>Group Formation: Divide participants into small groups(4-6 participants per group), ensuring diversity in skills and interests.</p> <p>Briefing: Explain the purpose of the activity, distribute instructions, and clarify any questions.</p> <p>During the activity</p> <p>Business simulation game:</p> <ul style="list-style-type: none"> ● Assign each group a specific industry or business type (e.g., retail, manufacturing, services). ● Provide each group with a starting budget, resources (represented by markers and sticky notes), and a list of objectives. ● Set a timer for simulated "work" periods. <p>Task assignments:</p> <ul style="list-style-type: none"> ● Groups must make decisions on resource allocation, roles, and strategy to achieve their objectives. ● Use markers and sticky notes to represent various assets, employees, or tasks. <p>Feedback and discussion:</p> <ul style="list-style-type: none"> ● After each simulated work period, conduct brief feedback sessions where groups share their experiences and challenges. ● Encourage groups to provide constructive feedback to each other. <p>After the activity</p>

	<p>Debriefing and reflection:</p> <ul style="list-style-type: none"> -Facilitate a debriefing session to discuss the overall experience, challenges faced, and lessons learned. -Relate the simulation to real-world work situations and discuss the importance of adaptability and decision-making. -Ask participants to reflect on how their group dynamics and decision-making processes align with real-world scenarios. -Discuss how they can apply the lessons learned in future work or educational settings.
<p>Objectives:</p>	<ol style="list-style-type: none"> 1. Engaging in real world work scenarios: <ul style="list-style-type: none"> • Identify and understand real work situations and their organization. • Outline the functioning of technical and social environments. • Identify different roles in companies. 2. Progressing towards professionalism step by step: <ul style="list-style-type: none"> • Detail the work environment with precision. • Identify operating rules at school and in the workplace. • Identify prerequisites for training according to job positions. 3. Gaining control over a situation: <ul style="list-style-type: none"> • Develop technical and transversal expertise in a job role. • Provide and analyze feedback. • Use support from managers to optimize work.

Module 5.

Putting theory into practice - Case studies and their results



1. TURKEY - YAKACIK

Martha Montero-Sieburth and Domiziana Turcatti
Amsterdam University College, Amsterdam, Netherlands; University of Oxford,
Oxford,

Preventing disengagement leading to early school leaving: pro-active practices for schools, teachers and families

<https://doi.org/10.1080/14675986.2021.2018404>

Summary description: This article identifies the latest researched practices for preventing school disengagement resulting in Early School Leaving (ESL) within the European Union, and which are significant as we transition to a post-COVID-19 school environment. Drawing from an extensive review of European and U.S.-based research literature on the prevention of ESL and student disengagement and a secondary study examining teachers' practices, this article identifies the practices that are implementable at the classroom level to promote students' engagement, foster school-family relationships, and which can be readily adapted by teachers and parents as schools reopen.

Objectives: The purpose of this resource is to aid trainers to understand the ESL process; exogenous or non-academic factors; endogenous or academic factors; cognitive, behavioral and socio-emotional engagement factors and to have better knowledge and skills on classroom level engagement practices such as classroom management, behavior management, teacher expectations, engaging curriculum, flexible evaluation measures and effective practices to engage families such as family and student-centered teacher practices, training parents to understand the education system, teacher-created spaces for parent engagement and adaptations needed for the future such as classroom practices and school-parent relationships

Beneficiaries Trainers, Teachers and Parents

Actions

- Devote time to read and highlight the most important parts on the ESL as a process along with the different types of the factors and practices to mitigate the ESL stated.

- Discuss with your colleagues what factors are more relevant or prevalent to your own context.
- When possible, organize an internal workshop with your team to see how to apply the practices in your context.
- At intervals, have monitoring sessions to see the outcomes of practices applied and to decide any change or upgrade.

Instruments N/A

Results N/A

2. FRANCE - IRIPS

ACTIVITY

Name of activity:	“Superhero”
Type of activity:	Presentation and Group discussion
Target:	Young people, Trainers
Difficulty:	Not difficult
Group size:	10-20 people
Duration:	1-2 hours
Setting:	Any room that is big enough for 20 people
Material:	A pack of A4 paper and colored markers
Step-by-step method:	Ask young people to project themselves as a superhero, describe their superpowers, name and draw their hero. The trainer or teacher should then encourage participants to present their superhero, explain their superpowers and why they have chosen what they chose.
Objectives:	This activity gives an opportunity for expression of feelings, strong emotions, difficulties and strong points. The facilitator’s task is to reinforce participants’ strong points, support them with difficulties and weaknesses.

3. FRANCE - ECC

RESOURCE

Article and Video

Source: OGS news network

Title: «How I Turned My Life Around as a School Dropout»



Project n°2022-1-FR01-KA220-SCH-000088118



Co-funded by
the European Union

Link: <https://www.youtube.com/watch?v=2uNoHkmSL5o>

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4. GREECE - IASIS

RESOURCE

Institute: Hellenic Open University
Supporting Students as a Means of Preventing Dropout in Open and Distance Education
https://www.researchgate.net/profile/Panagiota_Xanthopoulou4/publication/36004539_Supporting_Students_as_a_Means_of_Preventing_Dropout_in_Open_and_Distance_Education/links/5ef32fdf92851c20a62116da/Supporting-Students-as-a-Means-of-Preventing-Dropout-in-Open-and-Distance-Education.pdf
Summary description The study explores strategies to reduce dropout rates in distance education by supporting students. It delves into various factors contributing to dropout and proposes interventions to address them.
Objectives <ul style="list-style-type: none"> ● Investigate the reasons for dropout in open and distance education. ● Identify effective strategies to support students and prevent dropout. ● Implement interventions tailored to the needs of distance learners.
Beneficiaries <ul style="list-style-type: none"> ● Open and distance education institutions. ● Students enrolled in distance education programs. ● Educators and administrators involved in distance learning.
Actions <ul style="list-style-type: none"> ● Conduct research to understand dropout factors. ● Develop support mechanisms for at-risk students. ● Provide personalized assistance and guidance to learners. ● Implement proactive measures to address challenges faced by distance learners.
Instruments <ul style="list-style-type: none"> ● Research methodologies for identifying dropout factors. ● Support programs tailored to student needs. ● Communication platforms for student-teacher interaction. ● Evaluation tools to assess the effectiveness of interventions.
Results

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

- Reduction in dropout rates among distance learners.
- Improved student retention and success in distance education programs.
- Enhanced support systems leading to better academic outcomes for students.

ACTIVITIES / PRACTICAL TOOLS

Name of activity:	Understanding Dropout Risk Factors
Type of activity:	
Target:	Educators, school counselors, and administrators involved in dropout prevention programs.
Difficulty:	Moderate
Group size:	15-20 participants
Duration:	Half-day workshop (3-4 hours)
Setting:	Classroom or conference room with presentation capabilities.
Material:	<ul style="list-style-type: none"> • Presentation slides • Case studies on academic difficulties, social/family/financial challenges, and substance abuse • Worksheets for group activities • Pens, paper
Step-by-step method:	<p>Before the activity</p> <ol style="list-style-type: none"> 1. Introduction: Introduce the workshop objectives and agenda. 2. Presentation: Provide an overview of different types of dropout risk factors and their impact on students. 3. Case Studies: Break participants into small groups and distribute case studies related to academic

	<p>difficulties, social/family/financial challenges, and substance abuse.</p> <p>During the activity</p> <ol style="list-style-type: none"> 1. Group Discussion: Each group discusses the case studies, identifying risk factors and brainstorming potential solutions. Facilitate group discussions, provide guidance on analyzing case studies, and encourage active participation from all attendees. 2. Presentation of Findings: Groups present their findings and solutions to the larger group. 3. Reflection: Facilitate a discussion on lessons learned and strategies for implementing solutions in participants' own contexts. <p>After the activity</p> <p>Debriefing and reflection: Allocate time for participants to reflect on the workshop content and their learning experiences. Encourage open discussion and feedback on the effectiveness of the workshop format, activities, and materials.</p>
<p>Objectives:</p>	<ul style="list-style-type: none"> ● To deepen participants' understanding of various factors contributing to student dropout. ● To equip participants with skills to identify early signs of dropout risk. ● To foster a collaborative environment for brainstorming solutions to address dropout risk factors.

5. ITALY - GIONET

ACTIVITY

Name of activity:	IF I WERE AN EMOTION.
Type of activity:	Team-building session
Target:	Young people, Trainers
Difficulty:	Intermediate
Group size:	10-20 people
Duration:	15 hours
Setting:	At any location
Material:	
Step-by-step method:	<p>A1: INTRODUCTION AND CREATION OF THE GROUP(2 hours)</p> <ul style="list-style-type: none"> - Presentation of training path's objectives - Get to know each other through icebreaker games - Agreement on activities and objectives (student-centered choices) <p>A2: AWARENESS AND EXPRESSION (4 hours)</p> <ul style="list-style-type: none"> - Presentation and description of different emotions - Recognition of one's own emotional status - Recognition face's expressions - Exercises and games <p>A3: CONTROL (5 hours)</p>

	<ul style="list-style-type: none"> - Strategies to address emotional energies - Tools to address emotional energies - Transform negative emotions to positive ones - Exercises and games <p>A4: EMPATHY (4 hours)</p> <ul style="list-style-type: none"> - How to "recognize" another person - Listening ability - Exercises and games
<p>Objectives:</p>	<p>Promote personal development during school path; Support students with difficulties in studying; Promote well-being at school</p> <ul style="list-style-type: none"> - guiding students in recognizing emotions and related causes - making students able to recognize others' expressions - making students able to adopt strategies to manage their emotions