

## ANNEX I: Brief Summary Chart of the Good Practices

### GOOD PRACTICES AT POLICY LEVEL BY NATIONAL/REGIONAL/LOCAL AUTHORITIES OF EDUCATION

| Title  | Target Group  | Objectives   | Methodology  | Tools   | Country |
|--|---|--|--|---|---------|
| Second Chance Education Program                | Young individuals aged 16 to 25 who have left school without completing their secondary education.  | Prevent early school leaving and facilitate the reintegration of early leavers into the education system   | <ul style="list-style-type: none"> <li>• Outreach &amp; Identification</li> <li>• Individualized Support</li> <li>• Flexible Learning Pathways</li> <li>• Vocational Training and Skills Development</li> <li>• Personal and Social Development</li> </ul> | <ul style="list-style-type: none"> <li>• Information &amp; Communication Technology (ICT)</li> <li>• Career Guidance and Counselling Services</li> <li>• Collaboration with Community Organizations</li> <li>• Monitoring and Evaluation Systems</li> <li>• Recognition of Prior Learning (RPL)</li> <li>• Peer Support Networks</li> </ul> | France  |
| Early Warning Systems                          | Young people aged 18-24 who have not completed the lower cycle of secondary education and are at risk of becoming early school leavers. Additionally, the initiative extends support to young people aged 16-29 who are NEET. | Prevent dropout and facilitate the reintegration of early leavers.   | <ul style="list-style-type: none"> <li>• Regular data analysis</li> <li>• Implementation of appropriate interventions</li> <li>• Personalised learning</li> </ul>  | <ul style="list-style-type: none"> <li>• Student tracking systems</li> <li>• Data management software</li> <li>• Personalised learning plans</li> <li>• Support resources such as tutoring, counselling, and mentoring programs</li> </ul>  | Greece  |
| Giovani Sì Project                             | Young people from 14 up to 35 years   | Facilitate the entrance of young people in vulnerable situations into the academic system and the work market.   | <ul style="list-style-type: none"> <li>• Pathways for transversal competences and for guidance (School-work Alternance)</li> <li>• Entrepreneurship Training Guidance</li> </ul>   | <ul style="list-style-type: none"> <li>• Right to University Study (DSU)</li> <li>• Research (Joint Research Grants; Higher Education and Research)</li> <li>• Pegaso Scholarships</li> <li>• High Training Vouchers (Italy and abroad)</li> <li>• Training for strategic sectors Education and Vocational Training (IEFP)</li> </ul>       | Italy   |
| Early Warning and Monitoring System - EUS      | Students aged up to 18 years, who are at compulsory education period.   | Increase the schooling rate, especially at the upper-secondary level, to 100%.   | <ul style="list-style-type: none"> <li>• Defining early school leave risks at an early stage.</li> <li>• Early intervention.</li> </ul>  | <ul style="list-style-type: none"> <li>• Software based system</li> </ul>   | Türkiye |
| MESEMP - Vocational Education Centre Programme | Students studying at vocational and technical high schools.   | Keep the learners with high level of absenteeism and at the risk of early school leave in education and support their involvement into the employment. | <ul style="list-style-type: none"> <li>• Theory and practice integrated learning</li> </ul>  | <ul style="list-style-type: none"> <li>• Journeyman's certificate</li> <li>• Certificate of master-ship</li> </ul>  | Türkiye |

## GOOD PRACTICES AT PROJECT LEVEL

| Title   | Target Group   | Objectives  | Methodology  | Tools  | Country |
|---|--|---|--|--|---------|
| Support Networks for Student Success                                  | Students at risk of early school leaving, particularly those from disadvantaged backgrounds, students facing learning difficulties, or those with low motivation and engagement.   | Create a comprehensive network of support services within schools to prevent early school leaving and provide necessary assistance to students at risk.   | <ul style="list-style-type: none"> <li>• Multi-Dimensional Support</li> <li>• Early Intervention and Personalized Support</li> <li>• Collaboration and Partnerships</li> </ul>   | <ul style="list-style-type: none"> <li>• Counselling services and personalised support plans</li> <li>• Mentoring programs</li> <li>• Extracurricular activities and clubs</li> <li>• Collaboration with community organisations and businesses</li> </ul>                           | France  |
| Reintegration through Second Chance                                   | <ul style="list-style-type: none"> <li>• Young people aged 18-24 who have not completed the lower cycle of secondary education and are at risk of becoming early school leavers.</li> <li>• Additionally, the initiative extends support to young people aged 16-29 who are NEET.</li> </ul> | <ul style="list-style-type: none"> <li>• Reduce early school leaving rates below the European Union's "Europe 2020" target of 10%.</li> <li>• Improve access rates to the second stage of secondary education.</li> <li>• Increase the participation of young people in democratic life and foster active citizenship.</li> </ul> | Strategic policy framework for addressing early school leaving mainly with the axes of Prevention, Intervention, and Compensation.   | <ul style="list-style-type: none"> <li>• Compensatory Education and Remedial Teaching</li> <li>• Schools of Second Chance (SCS) under the context of Lifelong Learning</li> <li>• Institute of Educational Policy (IEP) Observatory</li> <li>• Youth Policy Measures</li> </ul>      | Greece  |
| The School Engagement Service (SAS - Servizio di Aggancio Scolastico) | Children 12/18 in a school dropout situation or at risk of dispersion.   | Increase awareness of the skills already possessed (by enhancing multiple intelligences) and self-efficacy of the boy at risk of school leaving (or early school leaving).  | <ul style="list-style-type: none"> <li>• The Mindset theory (Carol Dweck)</li> <li>• The Empowerment theory (Zimmerman and Rappaport)</li> <li>• The Kolb Experiential Learning Model (1984).</li> </ul>   | <ul style="list-style-type: none"> <li>• Individual orientation and/or re-orientation interviews</li> <li>• Activation of professional, craft and creative laboratories</li> <li>• Activation of visits to the production/work/ craft of the territory</li> </ul>                    | Italy   |
| Pedagogie de Chantiers  | <ul style="list-style-type: none"> <li>• Children 12/18 in a school dropout situation or at risk of dispersion</li> <li>• Unaccompanied foreign minors</li> <li>• Young NEETs</li> </ul>   | Strengthen soft skills fundamental to guarantee the means for autonomy and the freedom to choose one's professional and life path   | <ul style="list-style-type: none"> <li>• Recognition of the learner as an active subject</li> <li>• Participatory learning</li> <li>• Concrete experience and lived real contexts</li> </ul>   | A practical guide to the creation of workshops   | Italy   |
| 1000 Schools in VET Project   | VET school management team; teachers and students  | <ul style="list-style-type: none"> <li>• Lower the differences among VET schools and general high schools for academic success</li> <li>• Provide vocational education sensitive to sector demands in collaboration with stakeholders</li> </ul>  | <ul style="list-style-type: none"> <li>• Providing trainings for VET directors, teachers and students</li> <li>• Basic Skills Trainings</li> <li>• Personal Development Trainings</li> <li>• Improving infrastructure and technical equipment</li> </ul> | <ul style="list-style-type: none"> <li>• Basic Skills trainings</li> <li>• Academic support courses</li> <li>• First aid trainings</li> <li>• Psychosocial development support</li> <li>• Career days</li> <li>• Theatre and cinema days</li> <li>• Open online education</li> </ul> | Türkiye |

## GOOD PRACTICES AS CIVIL/SOCIAL INITIATIVES

| Title   | Target Group   | Objectives  | Methodology   | Tools  | Country |
|---|--|---|---|--|---------|
| The Service d'Aide aux Jeunes en Difficulté (SAJD)          | Young people who are at risk of or have already dropped out of school.   | <ul style="list-style-type: none"> <li>• Provide guidance, support and resources to young people facing challenges,</li> <li>• Promote educational success.</li> <li>• Facilitate transition into further education or the workforce</li> </ul> | <ul style="list-style-type: none"> <li>• Individualised Support</li> <li>• Counselling and Mentoring</li> <li>• Vocational Guidance and Career Support</li> <li>• Partnerships and Referrals</li> </ul> | <ul style="list-style-type: none"> <li>• Individualized action plans</li> <li>• Workshops and training sessions</li> <li>• Information resources</li> </ul>                  | France  |
| Schools of Second Chance                                    | Young people over 18 years of age who have dropped out of the educational system before completing the mandatory nine-year education period. | Reintegrate young people at the target into the learning process and enable them to integrate into the social, economic, and professional structures  | <ul style="list-style-type: none"> <li>• Alternative educational pathway</li> <li>• Tailored learning opportunities</li> </ul>  | <ul style="list-style-type: none"> <li>• Flexible learning programs</li> <li>• Individualized learning plans</li> <li>• Mentoring</li> <li>• Counselling services</li> </ul> | Greece  |
| NEET-WORK Project   | Young people between 18 and 29, who are going through a particular period of their personal life.  | Build together - young people, case managers, institutions and communities - a personalized project of growth, encouraging personal and collective empowerment and producing a significant change in the lives of the people.                   | <ul style="list-style-type: none"> <li>• Experiential workshops with orientation in the craft sector but also playful and sports</li> </ul>   | Experiential workshops<br>Acquisition of new skills<br>Sports  | Italy   |
| ERG (Eğitim Reformu Girişimi - Education Reform Initiative) | All stakeholders of education from authorities, school management team, teaching staff, students, parents and local community.               | Ensure the access of all children to quality education.   | <ul style="list-style-type: none"> <li>• Evidence-based decision-making processes</li> <li>• Multidisciplinary approach to education policy and practices</li> </ul>                                    | <ul style="list-style-type: none"> <li>• ERG Education Observatory Unit</li> <li>• Education Laboratory</li> </ul>   | Türkiye |

## INITIATIVES BY LABOUR MARKET

| Title  | Target Group   | Objectives  | Methodology   | Tools  | Country |
|--|--|---|---|--|---------|
| Apprenticeship Promotion Campaign                          | Students in secondary schools, particularly those in the final years of their education. | Raise awareness among young people about the benefits and opportunities offered by apprenticeship programs to change perceptions and promote vocational education as a viable and rewarding pathway for successful careers. | <ul style="list-style-type: none"> <li>• Information and Awareness Sessions</li> <li>• Vocational Training Opportunities</li> <li>• Partnership with Employers</li> <li>• Mentorship and Guidance</li> </ul>  | <ul style="list-style-type: none"> <li>• Social Media and Media that Young people visit.</li> <li>• Information Sessions inside secondary schools.</li> <li>• Information through Community, Youth and Sports Centres.</li> </ul>  | France  |
| Vocational Training Course with Private Sector Partnership | Young people 18-24 years old   | Bridge the gap between vocational education and the labour market, making vocational training more relevant and attractive to young individuals.  | Theory and practice integrated learning practices.  | <ul style="list-style-type: none"> <li>• Practical and hands-on training</li> <li>• On-job learning at companies</li> <li>• Theory classes in schools</li> </ul>   | Greece  |
| Training Enterprises of CEFAL                              | Young people 15-18 years old   | Support students gain skills by experience.   | <ul style="list-style-type: none"> <li>• Learning by experience</li> <li>• School-work alternation</li> </ul>   | <ul style="list-style-type: none"> <li>• Internship at company</li> </ul>  | Italy   |
| Cooperation for Vocational Education Project (ISO MEIP)    | Management team, teachers and learners in vocational schools and centres                 | Increase the attractiveness of vocational and technical education schools and prepare learners for quality and sustainable employability providing high quality and relevant training.                                      | Collaborative decision taking mechanism on the school management, training programs, apprenticeship and skills development of students with the participation of school directors and industrialists.<br>Matching the vocational schools and centres with industrialists. | <ul style="list-style-type: none"> <li>• Apprenticeship and skills development opportunities for students in real production environments of companies</li> <li>• Private-sector based management trainee program for school directors</li> <li>• Professional and personal development training for teachers</li> <li>• Seminars on digital transformation and technology trends for students</li> <li>• SoftTalk events where VET students and sector representative meet</li> </ul> | Türkiye |

Project number: 2022-1-FR01-KA220-SCH-000088118

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.