



Co-funded by the
Erasmus+ Programme
of the European Union



**COMPILATION OF GOOD
PRACTICES TO
PREVENT EARLY SCHOOL
LEAVE and RE-INTEGRATE
EARLY SCHOOL LEAVERS
INTO EDUCATION,
TRAINING OR LABOUR
MARKET**

DROPOUT

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

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ABOUT THE DROP'OUT PROJECT

BACKGROUND

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

OBJECTIVES

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

MAIN RESULTS

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

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

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

FRANCE

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

Program title: "Second Chance Education Program"

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

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

Methodology:

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

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

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

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

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

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

GREECE

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

ITALY

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

TÜRKIYE

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

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

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

GOOD PRACTICES AT PROJECT LEVEL

FRANCE

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

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

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

Methodology:

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

Tools and Results:

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

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

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

GREECE

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

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

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

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

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

Tools and Measures:

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

ITALY

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

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

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

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

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

Partnership and network work

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

Statement of reasons/reasoned opinion

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

Active pedagogy

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

Voluntariness

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

Parenthesis

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

Pedagogical autonomy of the SAS

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

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

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

Multidisciplinary team of operators

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

Tools and Results:

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

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

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

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

Target Group:

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

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

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

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

Tools and Results:

The PDC consists of 5 educational functions:

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

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

TÜRKİYE

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

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

Objectives:

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

Target group:

- VET school management team
- VET teachers
- VET students

Methodology:

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

Results:

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



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

Transferability:

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

GOOD PRACTICES AS CIVIL/SOCIAL INITIATIVES

FRANCE

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

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

Methodology:

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

Tools:

- **Individualized action plans:** Participants receive personalized action plans that outline their goals, actions, and timelines for reintegration or educational success.
- **Workshops and training sessions:** SAJD organizes workshops and training sessions on various topics, including study skills, job search techniques, interview preparation, and personal development.

- Information resources: The initiative provides access to information resources, such as educational materials, job listings, and educational opportunities, to support participants in their journey.

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

GREECE

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

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

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

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

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

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

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

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

ITALY

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

TURKIYE

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

INITIATIVES BY LABOUR MARKET

FRANCE

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

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

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

Methodology:

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

Results:

- *Increased Awareness:* The Apprenticeship Promotion Campaign has led to increased awareness among students about apprenticeship programs as a valuable educational pathway.

- *Enhanced Perception:* The initiative has helped change perceptions about vocational education, highlighting its benefits in terms of practical skills, employability, and career advancement opportunities.
- *Higher Participation:* The number of students choosing apprenticeships has shown an upward trend, indicating a positive response to the campaign and increased interest in vocational training.

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

GREECE

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

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

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

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

1. **Enhanced Job Prospects:** By providing practical training and aligning the curriculum with industry needs, the initiative enhances participants' job prospects, making them more competitive in the labour market.
2. **Increased Self-Confidence:** Participants gain confidence in their abilities as they develop practical skills and knowledge, making them more self-assured in pursuing job opportunities.

3. Higher Income Potential: Equipping participants with relevant skills and expertise increases their chances of obtaining higher-paying jobs, contributing to their financial independence and overall well-being.
4. New Skilled Workers for the Economy: The partnership with the private sector allows the local economy to access a pool of skilled workers who can contribute to productivity growth and economic development.

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

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

ITALY

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

The training enterprise is a company within the school where:

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

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

TÜRKİYE

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

ISO MEIP aims to increase the attractiveness of vocational and technical education schools and prepare learners for quality and sustainable employability providing high quality and relevant training. With this aim, Protocol Executive Boards have been set in project schools to

collaborative decide on the school management, training programs, apprenticeship and skills development of students with the participation of school directors and industrialists.

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

Results:

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

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

ANNEXES

- Brief Summary Chart of the Good Practices



Co-funded by the
Erasmus+ Programme
of the European Union



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