



SUPPORT TO CHOOSE FUTURE

10-1



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SUPPORT TO CHOOSE FUTURE PROJECT IO-1 REPORT

SUPPORT TO CHOOSE FUTURE

Development of Co-Agency Coaching & Mentoring System to Support VET Students in Their Decision

Making process for the Future

Grant Agreement n.: 2020-1-TR01-KA202-092936





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1. INTRODUCTION

Project Background

The project with the short name "Support to Chose Future" and the long name "Development of Co-Agency Coaching & Mentoring System To Support Vet Students In Their Decision Making Process For The Future", which was prepared within the body of Hakkari University Continuing Education Application and Research Center Directorate and accepted within the scope of the European Union (EU) 2020 Erasmus+ KA202 Vocational Education Strategic Partnership Projects [2020-1-TR01-KA202-092936], accepted on December 31, 2020. The Innovation Project, Support to Future Elections, has a budget of €242,762. It was one of the 30 projects accepted among the 239 projects evaluated within the scope of the EU 2020 Erasmus+ Vocational Education Strategic Partnerships Projects. At the same time, the project was the sixth project with the highest budget among the other projects accepted.

The partners of the project,

Hakkari University, TÜRKİYE
Expert Coaches Association-TÜRKİYE
ÇASGEM-TÜRKİYE
SIDES-ITALY
NEFINIA- NETHERLANDS
INDEPCIE-SPAIN
DRPDNM-SLOVENIA.

Objectives of the project

- To encourage VET students' decision-making/planning/reflection skills.
- To encourage the active role of vocational students in building their lives, the future
- To be responsible for developing their skills and competencies in line with the decisions they make
- Raising awareness of the joint agency approach among schools, teachers, professionals, families and society in Europe
- It is the promotion of joint agency and responsibility processes within the school community.

Target Group of the Project: Teachers, student career counselors, coaches & mentors, psychological counselors work with VET students both in non-formal forms and schools.

Beneficiaries: VET students, families of VET students, schools and education and training centers which work with VET students.

Planned outcomes of the project

- O1: Partner Agency Coaching & Mentoring Framework
O2: Support for Future Elections Training Module





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O3: Support for Future Choices Online Training Module

O4: Support for future choices is an impact assessment.

Project management cycle methodology, social constructivism and co-agency approach were used to design and implement the project. Action research and qualitative, quantitative research methods, coaching and counseling were used for the activities. A new methodology called "Partner agency Coaching & Consulting" was designed for training of trainer methodologies and for use in the learning environment in vocational training schools.

Within the scope of the project, which started during the COVID 19 pandemic, monthly online meetings were held. In the online meetings held regularly almost every month, consultations were made on many issues such as what will be done within the scope of the project and when, the control of the budget, the completion of the outputs, the holding of focus group meetings, the conduct of surveys, and the preparation of the online module.

The Limitation of the Study

It is considered that it is not possible to identify and complete the full extent of social impact. Social impact monitoring can determine the impact of an intervention within limits, resources and possibilities. The primary limitation of the study arises from the retrospective nature of the conducted impact assessment and the project's monitoring and evaluation activities being output-focused. This has constrained the inclusion of the perspectives of beneficiaries and ultimate users in the report. To mitigate this constraint, efforts were made to involve all institutions benefiting from support programs in the assessment process for comprehensive data collection. However, due to insufficient verification sources, the report content has been tailored to focus on feedback from beneficiary institutions.

Methodology

In the studies carried out within the scope of the EU Erasmus+ project called Support to Choose Future Project, both quantitative and qualitative methods were used methodologically. In the studies, the participants were sometimes asked to voluntarily participate in survey-scale studies. In addition, it is aimed to discuss ideas on the problematics identified through the interviews. Therefore, it has been deemed necessary to use both quantitative and qualitative methods in order to analyze and evaluate the findings in a healthy way in the activities carried out.

In this context, it is stated that the use of qualitative and quantitative data in a mutually supportive manner makes the studies more valid and reliable (Creswell, 2003). It is stated that obtaining data by different methods contributes to the evaluation process and is important in determining the accuracy of the explanations. In addition, it is explained that it is important in determining the validity of the studies (Yıldırım & Şimşek, 2005). Therefore, the use of both qualitative and quantitative methods together is expressed as method diversification (Türnüklü, 2001).





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The three main topics discussed during the project process and in which the data were collected in this sense are as follows; It is seen as "Early School Leave", "Skills Mismatch" and "Neither in School nor Employed". It is thought that the collection and analysis of data for three problematics with both quantitative and qualitative methods increases the validity and reliability of the studies. In the studies carried out within the scope of the project, it is seen that the quantitative study model is relational and causal comparative model.

Relational pattern model, in which there is more than one variable and aims to examine the differences between these variables; explains the level of differences between variables (Büyüköztürk et al., 2009). The model, which tries to explain at what points it differs between these variables and groups, in which there are at least two different variables or groups, is expressed as a comparative model (Dağaşan, 2017). SPSS program was used in the process of analyzing the data. In this project, case study design, which is one of the qualitative research designs, was used to obtain and analyze qualitative data.

A case study is an experiential research method that deals with a current phenomenon in the context of a life frame, is used in cases where the boundaries between the content are not clear, and there is more than one source of evidence or data (Yin, 1984). In addition, a semi-structured interview form was used to collect data. While preparing the questions, the relevant literature was reviewed, and opinions and suggestions were received from academic staff and field experts who received doctoral level education. After the preparation of the form, focus group interview method was used to collect the research data.

Focus group interviewing is defined as group interaction on a problem (Morgan, 2002). In this context, the feelings and thoughts of the individuals who participated in the focus group interview were recorded (Stewart et al., 2007) and open-ended questions were asked about the group; At the meeting, there was a moderator who gave detailed information about the thoughts, observations and experiences of the individuals and a rapporteur who recorded the statements in the group. It was carried out by informing the participants about the purpose and subject of the research in the meeting room prepared in the "U" layout. The participants who accepted the interview were informed about confidentiality and were informed that the interviews would be professionally recorded (audio and written). The interviews, which were based on questions and answers, lasted 120 minutes.

The data obtained through interviews were analyzed in two stages. The first of these was carried out with the inductive analysis technique, which is the stage of writing the data on paper, coding, writing interviewer comments and creating themes (Silverman, 2001). Secondly, content analysis, which is one of the qualitative data analysis methods, was used in the analysis of the data. Content analysis is to ensure that the content is understood by collecting similar data under various concepts and themes (Yıldırım & Şimşek, 2006). The interviews were recorded and coded and themes were created by deciphering them by two field experts for the analysis of the data.

In addition, the project was designed using the project management cycle methodology, social constructivism and joint agency approach. In this context, the need to benefit from the "Action Research" method, which is one





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of the qualitative study methods, has been emphasized. According to Kemmis (1988), action research; It is a form of reflective work used to increase the participants of social situations and their social and educational practices, the perception or understanding of these practices, as well as the rationality and accuracy of the situations in which these practices are performed. In addition, it is stated that the basis of the action research approach is the planning-design, action, observation and reflection processes.

It is seen that different activities are used in the context of coaching, especially in the activities. All these methods are thought to support the emergence of healthier, more reliable and purposeful results from the project in general.





2. MAPPING OF PILOT SCHOOLS

Country Reports

TÜRKİYE

- Project Partner:
Hakkari University

- Legal name:

Hakkari Atatürk Mesleki ve Teknik Anadolu Lisesi (In English “Mesleki ve Teknik Anadolu Lisesi” means ‘Occupational and Technical Anatolian High School’ which provides high school level of professional and technical training.

- Address:

Merzan Mah. 439 Sk. E.M.L. Sitesi Pansiyon Blok No: 4 Merkez / Hakkari

- Social media and websites:

<https://ataturkmtl.meb.k12.tr/>

- Short description about school institution:

This VET school started education in 1982-1983 academic year with Leveling, Building and Electricity departments. Later, the Plumbing Department was opened in the 1986-1987 academic year and the Engine departments were opened in the 1993-1994 academic year. To benefit from the rapid developments in technology in education, taking into account the wishes of students, parents and the environment, as a result of the proposal made to our Ministry for the opening of a computer department in our school, the opening of the computer department in 2004 was found appropriate and appropriate by our Ministry. Furniture and Decoration department was opened in 2004 and Metal department was opened in 2005. Later, in 2005, the Anatolian Vocational High School section was opened. In the 2007-2008 academic year, the Anatolian Technical High School was established. Today, it continues its education as Anatolian Technical Program and Anatolian Vocational Program. At the same time, the school has been providing boarding opportunities for 200 male students with its existing hostel since its establishment.

- Number of students involved in school: 413
- Number of teacher involved in school: 55
- Number of specialist (career counsellors, psychologists) involved in school: 2
- Short description about vet programs implemented in school:

As of today, the school includes Information Technologies, Electrical-Electronics Technology, Construction Technology, Furniture and Interior Design, Installation Technology and Motor Vehicles Technology.

- Short description about students cultural background:





In terms of cultural background, this VET school do not have a diverse atmosphere since regular students and boarder students are all from Hakkari and its districts. Only socioeconomic variability can be observed since students from villages, districts and the city center come to school.

- Short description about special projects implemented in school

- Waste battery collection project
- Waste oil collection project
- Blue cap (Students collect blue caps from water bottle sold in the city, then they send these caps to plastic waste collection center. Finally, their symbolic behavior is awarded with a Wheel Chair for a disabled person by an authority.)
- Student of the Month
- Classroom of the Month
- Book reading contest
- We meet with our families.

- Short description about geographical area in which school is operating

The school is located in the outskirts of the city center. With its campus containing sports center, laboratories, conference room, dormitory and food facilities for students, this VET school is a complete solution for students residing both in the city and from parts of the city.

- Data about early school drop leaving, skill miss-match

School drop-out is generally observed in the 9th grade level. About 25-30 students tend to leave school at that grade level.

- Data about occupation of students after school

Some students do not work in their peculiar occupation rather choosing to work in local shops; some of them receive further education at university level; while some students choose to work in organized industrial site as assistant workers, some students establish their own technical shops.

- Ngo/institutions/programme (local, national, international that school is collaborating with

- Kızılay (The Red Crescent)
- Gençlik Spor İl Müdürlüğü (Youth and Sports Provincial Directorate)
- Spain, Cordoba, monthly training programme.

- How did you collect all this information?





- Meetings with students, teachers, parents and administrators of the school. Technical details from the school website.

ITALY

Project Partner

S.I.D.E.S. APS

- Legal name

S.F.P. “Istituto Turazza” ENGIM

(SFP stands for “scuola formazione professionale” that means "professional training school")

- Address

Via Francesco da Milano, 7, 31100 Treviso TV (ITALY)

- Social media and websites

<https://treviso.engimveneto.org/>

FACEBOOK PAGE Engim Veneto (Treviso - SFP Turazza)

INSTAGRAM PAGE Engim_Veneto _sfp_Turazza

- Short description about school institution

S.F.P. “Istituto Turazza” was founded by Don Quirico Turazza; the mission of the schools was the rehab of poor youngsters around Treviso area.

During the years S.F.P. “Istituto Turazza” was managed by the religious group "Padri Giuseppini del Murialdo”, that worked according to the principles inspired by the founder.

"S.F.P. “Istituto Turazza” is a point of reference around Treviso area; industrial companies employed former students of the school or they use advance training services for their workers.

The school is following the principles of education and spirituality of "Padri Giuseppini del Murialdo”; the young person is at the center, so all the stakeholders are participating to the training and education process. The environment is as “family” and serene.

S.F.P. “Istituto Turazza” is always really connected to the needs of the local area. Training paths are designed according to the needs of local area; the goals is to traing and educate capable, skilled and reliable future workers/citizens.

S.F.P. “Istituto Turazza” is accreditate as VET school with Veneto Region and it is certificated by the law UNI EN ISO 9001/2008.

As a VET school, it is proposing:

- VET TRAINING for youngsters, for secondary and tertiary sector.





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- VET TRAINING for special needs youngsters, in partnership with local health authorities;
- LIFELONG LEARNING TRAINING for WORKERS/POST GRADUATE/SPECIAL NEEDS/NEET/ENTREPRENEURS
- GUIDANCE AND JOB PLACEMENT SERVICES;
- JOB SERVICES consultancy, job active search workshop, trainings, mediation between offer and demand, job internship.

S.F.P. "Istituto Turazza" intervention are ruled by an ethic code shared with all ENGIM school around ITALY.

- Number of students involved in school around 800

Number of teacher involved in school around 65

- Number of specialist (career counsellors, psychologists) involved in school

2 psychologists (one full time one part time), 2 youth worker, 1 linguistic support teacher.

- Short description about vet programs implemented in school

multimedia graphic operator

plumber operator

tailor operator

sales services operator

mechanic operator

electrician operator

car mechanic operator

hairstylist operator

- Short description about students cultural background

33 different nationalities in the school.

20% of school population are not Italians.

- Short description about special projects implemented in school Italian language courses for foreign students.

"SKILLATI" emotional intelligence and soft skills training for students.

"Postare non Postare" new technologies and social media training for students

"Next step" career guidance training for students.

Sport project. Sport as tool of inclusion for foreign students.

Theatre project, for inclusion of students and promoting emotional competences.

"Every Thursday!" One day at week, music and theatre activity for students.





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Specific Learning Disorders support and guidance.

Counseling and career guidance services.

Family Counseling services

Psychological coaching services

Guidance training for secondary schools

Training project for NEET and not employed people financed by Regione Veneto (5 training activated in the previous year)

- Short description about geographical area in which school is operating

Treviso is a city and comune in the Veneto region of northern Italy. It is the capital of the province of Treviso and the municipality has 84,669 inhabitants (as of September 2017).

The city hinterland has a population of approximately 170,000.

The city is home to the headquarters of clothing retailer Benetton, Sisley, Stefanel, Geox, Diadora and Lotto Sport Italia, appliance maker De'Longhi, and bicycle maker Pinarello.

Treviso province, with its part flat and part hilly landscape, is a destination for tourists interested in the beauty of its many historical towns and cities. It is characterised by good economic growth with both a strong industrial presence and agricultural traditions at the same time. The agricultural sector is largely devoted to the production of wine and also includes a large number of artisan businesses.

- Data about early school drop leaving, skill miss-match

EARLY SCHOOL DROPPING 2021/2022 DATA

At 15th of march 2022, 40 students dropped on 757 students (total number).

There are no clear data about skill miss-match.

- Data about occupation of students after school

There are no local data available. School provide us data at regional level, year 2020.

After 1 year from qualification (3 years school program) 28% of students are employed.

After 2 year from qualification (3 years school program) 71% of students are employed.

After 1 year from diploma (5 years school program) 60% of students are employed.

After 2 year from diploma (5 years school program) 76% of students are employed.

- Ngo/institutions/programme (local, national, international) that school is collaborating with:

S.F.P. "Istituto Turazza" ENGIM is collaborating with many institution in the local area:

- local and national police, for promoting legality culture;
- municipalities, social services, public teenage support health services, network





collaboration for promoting health and relational goals among youngster and their families;

- private companies of local area, internship and job placements;
- NGO and cooperative, training and educational project for youngster;
- policy makers, trade associations, labor unions. Understanding needs and priority of job market.
- they are involved in many Erasmus Plus programme;
- they are involving the families of students.

SPAIN

- **Project Partner:**
INDEPCIE SCA

- **Legal name:**

Sociedad Cooperativa Duque de Rivas. Colegio Córdoba SCA

- **Address:**

Calle Úbeda, 5. 14014. Córdoba (Spain)

- **Social media and websites:**

www.colegiocordoba.es

<https://www.facebook.com/colegiocordoba>

<https://twitter.com/colecordoba>

<https://www.instagram.com/tecocolegiocordoba/>

<https://www.youtube.com/channel/UC7DH6xqqr90bjEOW0uGjyZA>

- **Short description about school institution:**

Colegio Córdoba is private, state-subsidised educational centre which offers Infant, Primary and Secondary Education (students aged 3-16 years), as well as 2 units of support for integration and Basic Vocational Training in Computer Science. We have a staff of more than 50 people, including teachers and administration staff. We also have private training cycles of Middle and Higher Grade.

Our organisational model is a Teaching Cooperative Society, therefore, the owners are the teachers themselves. Because of this associative nature, our educational model is based on cooperative values:

- Solidarity
- Democracy
- Participation
- Teamwork





We propose a pedagogical model centred on the students, which identifies their abilities, promotes them and balances them with the needs demanded by 21st century society. Our school structures this approach around the student profile that we believe any citizen should have in today's society and based on the basic skills that they should acquire.

The working method focuses on cooperative learning, a methodology based on the active participation of students in their learning process and on cooperation, shared responsibility and mutual help.

It creates a classroom climate that favours learning and makes it possible to achieve better results in academic performance. It facilitates attention to diversity, providing strategies and resources for the management of heterogeneity in the classroom; in short, it makes inclusive classrooms possible.

This type of learning educates in values (solidarity, cooperation, dialogue, respect for differences...). Cooperative learning teams are a natural and privileged environment to train and put into practice social skills and other communicative and methodological competences. It involves internalising school content and learning in a team simultaneously.

The school has a sports club created in 2003 which seeks to promote sport as an integral part of the education of our pupils and the rest of the children in our neighbourhood. We see it as an essential complement to academic training and as a way of transmitting a healthy lifestyle, away from bad habits.

- **Number of students involved in school: 700**
- **Number of teacher involved in school: 50**
- **Number of specialist (career counsellors, psychologists) involved in school: 2**
- **Short description about vet programs implemented in school:**

The centre offers four vocational training cycles:

- Technician in Natural Environment and Leisure Guide. Our students will learn to lead and guide physical-sports activities in nature such as routes on foot, by bicycle, on horseback or in the natural aquatic environment with boats. This qualification has been increased from 1,400 to 2,000 hours, with the idea of offering a more complete and updated training.

- ADVANCED TECHNICIAN IN EARLY CHILDHOOD EDUCATION. The general competence of this qualification consists of designing, implementing and evaluating educational projects and programmes for childcare in the first cycle of infant education in the formal setting, in accordance with the pedagogical proposal drawn up by a teacher with a specialisation in infant education or equivalent degree, and throughout the stage in the non-formal setting, generating safe environments and in collaboration with other professionals and families.

- HIGHER DEGREE "TOURIST INFORMATION AND ASSISTANCE GUIDE. The general competence of this qualification consists of planning, promoting and informing about territorially-based tourist





destinations, guiding and assisting travellers and customers in them, as well as in terminals, means of transport, events and other tourist destinations.

BASIC PROFESSIONAL DEGREE IN OFFICE COMPUTING. The general competence of this qualification consists of carrying out auxiliary operations of assembly and maintenance of microcomputer systems, peripherals and data communication networks, and of processing, reproduction and filing of documents, operating with the indicated quality and acting in conditions of safety and environmental protection with personal responsibility and initiative and communicating orally and in writing in Spanish and, where appropriate, in the co-official language of the country, as well as in a foreign language.

- **Short description about students cultural background:**

The profile of our students is given by our location in the South Sector, a working class neighbourhood on the outskirts of the city. This is an area with high rates of school dropout and school failure, a context against which the school tries to fight by developing a deep contact with families and the rest of the educational community.

- **Short description about special projects implemented in school**

- ccc

- **Short description about geographical area in which school is operating**

As mentioned above, the centre is located in a suburb of the city with a lower-middle socio-economic background. The majority of pupils belong to the neighbourhood or nearby areas, while a minority come from other areas of the city.

- **Data about early school drop leaving, skill miss-match**

In Cordoba, the school drop-out rate in 2022 amounts to a total of 15.6%. The European Commission has set a target rate of less than 9%.

Early school leavers are those pupils aged 18-24 who have not achieved the ESO diploma or who remained at previous levels and have not followed any kind of education since then. The evolution is positive in recent years in Cordoba and it is mainly girls who manage to lower the average because they stay longer in school. Thus, according to the statistics of the Andalusian System of Education Indicators, which the Regional Ministry has updated in 2021 with data from 2020, in Cordoba, girls have a dropout rate of 18.2% compared to 26.7% for boys, i.e. 11.6 points difference. The neighbourhood in which Colegio Córdoba is located is at risk of social vulnerability,

At national level, 16%, i.e. around 530,000 people, 343,000 men and 186,500 women, had dropped out of school in 2020, 1.24 points less than the previous year. The European 2020 strategy established in 2010 among its objectives to reduce early school leaving below 10% in the EU and 15% in Spain, due to the high rates in our country.





- **Data about occupation of students after school**

The latest Occupations Observatory of the State Public Employment Service (SEPE) put the employability rate of Vocational Education and Training (VET) at 42.2%, almost four points higher than that of university jobs (38.5%). In recent years, this percentage gap has been increasing. According to a report by Adecco, 55.3% of companies consider that higher vocational training is better suited to the skills they need from their future workers. This is more than those who give greater importance to university degrees (37.6%).

Despite the undeniable employment opportunities offered by VET, the number of students enrolled in the 2020-2021 academic year stood at around one million (1,033,946), according to data from the Ministry of Education and Vocational Training. It should be noted that there has been a significant increase in the number of students in these courses (28.7%), especially in higher education.

- Ngo/institutions/programme (local, national, international) that school is collaborating with
 - National Youth Employment Plan
 - Erasmus+ Programme
 - Socio-Labour Guidance Programmes of the Junta de Andalucía (Andalusian Regional Government).
- How did you collect all this information?
 - Meetings with students, teachers, parents and administrators of the school. Technical details from the school website.

SLOVENIA

- Project Partner: Društvo za razvijanje prostovoljnega dela Novo mesto (DRPDNM-acronym)
- Legal name: Društvo za razvijanje prostovoljnega dela Novo mesto
- Address: Rozmanova 30, Novo mesto, Slovenia
- Social media and websites: <http://www.nevlnadnik.info/si/>
- Short description about school institution: School centre Novo mesto is the leading educational institution in vocational and technical secondary adult education in the south-eastern Slovenia. The choice of study programmes has been developed alongside the changes in contemporary secondary education.
- Number of students involved in school: 100
- Number of teacher involved in school: 17
- Number of specialist (career counsellors, psychologists) involved in school: 4
- Short description about vet programs implemented in school: ADULT UNIT : Adult Education Unit has a more than 35-year tradition.





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At Adult Education Unit, the following study programmes are carried out:

3-year programmes, ending with a Final Examination:

Bricklayer

- Car Mechatronic
- Carpenter
- Computer Operator
- Dressmaker
- Electrician
- Industrial Mechanic
- Installer of Machine Installations
- Joiner
- Metal Shaper – Toolmaker
- Nursing Assistant
- Stove-Fitter – Ceramic Tiler
- Tinsmith – Roofer
- Vehicle Body Repairer

4-year programmes, ending with a Vocational Matura Exam:

- Beauty Therapist
- Chemical Technician
- Computer Technician
- Construction Technician
- Electrotechnician
- Health Care
- Logistics Technician
- Mechanical Engineering Technician
- Pharmaceutical Technician
- Preschool Education
- Wood Technician

2-year programmes, after completing Final Examination, ending with a Vocational Matura Exam:





- Automotive Service Technician
- Computer Technician
- Construction Technician
- Electrotechnician
- Health Care
- Logistics Technician
- Mechanical Engineering Technician
- Technician of Mechatronics
- Wood Technician

1-year occupational training courses, ending with Vocational Matura Exam:

- Computer Technician
- Preschool Education

1-year General Matura Exam course

Training courses:

- Forklift Driver
- Electric Car Operator
- Heavy Construction Equipment Operator

• **Short description about students cultural background:** The school has a very wide cultural diversity of students. Novo mesto and the whole region are a migratory desirable region for people from the Balkans. The school is attended by students of different cultural backgrounds, such as: Serbs, Bosnians, Albanians, Asians, Macedonians, also Slovenians.

• **Short description about special projects implemented in school**

: Adult Education Unit is involved in ATENA project, whose aim is to facilitate overall increase of adult education level. The project is financed by The Ministry of Education and European Union. Adult Education Unit is the project leader for the area of south Slovenia. The project will last from 2018 until 2022.

• **Short description about geographical area in which school is Operating**

The Southeast Slovenia Statistical Region is a statistical region in southeast Slovenia. It is the largest statistical region. The development of this region is largely the result of industry, which generated nearly half of the gross value added in the region in 2012. The region is mostly mountainous, with a predominantly continental climate-

• **Data about early school drop leaving, skill miss-match:** According to statistics, 9% are students who drop out school. Slovenia can be taken as a very good practice, because we do not have a large number of school dropouts.





• **Data about occupation of students after school:**

Due to very sensitive data, information about employment after school is not available to the public.

• **Ngo/institutions/programme (local, national, international) that**

School is collaborating with: with DRPDNM, Institute Boter, Municipality Novo mesto, DPM organization Mojca, different local and regional companies such as KRKA, LEK, REVOZ, ADRIA Mobil.

• **How did you collect all this information? Call, gathering data from locals, students who attend the VET programs.**

It's mixed method: calls, interview, students who attend the VET programs, emails...

NETHERLANDS

• Project Partner: NEFINIA

• Legal name: NEFINIA

• Address: Haringvliet 76, 3011 TG, Rotterdam, The Netherlands

• Social media and websites: www.nefinia.eu

- ✓ <https://www.facebook.com/nefiniaconsultancy>
- ✓ <https://www.linkedin.com/company/nefinia/>
- ✓ https://www.instagram.com/nefinia_euprojects/?hl=en

• Short description about school institution: Albeda College is the leading educational institution in vocational and technical secondary adult education in Rotterdam. It is one of the largest and well-known vocational colleges in the region. Albeda offers a wide range of vocational training programs, including business, healthcare, hospitality, engineering, and IT.

• Number of students involved in school: 100

• Number of teacher involved in school: 17

• Number of specialist (career counsellors, psychologists) involved in school: 4

• Short description about vet programs implemented in school: Albeda College offers a wide range of programs, and the number of students involved in the college can vary from year to year and between different study programs. The student population at Albeda College includes both full-time and part-time students, as well as adult learners.

At Adult Education Unit, the following study programmes are carried out:

The adult education unit of Albeda College offers a variety of study programs to cater to the needs of adult learners. These study programs cover a range of vocational fields and are designed to provide individuals with the skills and knowledge necessary for employment or career advancement. Some of the study programs offered at the adult education unit of Albeda College include:

Business Administration





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International Business

Marketing and Communication

Finance and Accounting

Human Resources

Hospitality and Tourism

ICT and Software Development

Logistics and Transportation

Engineering and Technology

Health and Social Care

Security and Safety

Beauty and Wellbeing

Childcare and Education

Language and Integration Courses

It is important to note that the availability of specific study programs may vary over time, and Albeda College may introduce new programs or make changes to their course offerings.

• **Short description about students cultural background:**

Albeda College is located in Rotterdam, which is known for its multicultural environment. Rotterdam is a diverse city with a large international community and people from various cultural backgrounds.

Given the diverse nature of the city, it is likely that the student population at Albeda College also reflects this multiculturalism. Students at Albeda College may come from different cultural backgrounds, including Dutch, Surinamese, Turkish, Moroccan, Antillean, and many others. This diversity contributes to a vibrant and inclusive learning environment, where students have the opportunity to interact and learn from individuals with different perspectives and experiences.

It is important to note that Albeda College values diversity and promotes an inclusive mindset among its students and staff. The college aims to create a welcoming and supportive environment for all students, regardless of their cultural background, ethnicity, or nationality. This allows students to celebrate their own cultures and learn from others, fostering a spirit of cultural exchange and understanding within the college community.

• **Short description about special projects implemented in school**

Albeda College has implemented several special projects to enhance the learning experience and provide unique opportunities for its students. Some of these special projects include:

- ✓ **International Exchange Programs:** Albeda College offers international exchange programs, allowing students to study abroad and experience different cultures. Through partnerships with institutions around the world, students have the opportunity to expand their horizons, develop an international perspective, and gain valuable intercultural skills.
- ✓ **Entrepreneurship and Innovation:** Albeda College promotes entrepreneurship and innovation through various initiatives. This includes providing support and resources for students interested in starting



- their own businesses, organizing entrepreneurship challenges and competitions, and offering specialized courses on entrepreneurship and innovation.
- ✓ **Industry Partnerships:** Albeda College actively collaborates with local businesses and industries to ensure its programs are aligned with the needs of the labor market. These partnerships often involve joint projects, internships, guest lectures, and practical training opportunities for students. This enables students to gain real-world experience and develop connections within their chosen fields.
 - ✓ **Sustainability Projects:** Albeda College is committed to sustainability and actively promotes environmentally friendly initiatives. The college has implemented projects related to waste management, energy conservation, sustainability education, and green campus initiatives. These projects aim to raise awareness about sustainability issues and inspire students to become advocates for a more sustainable future.
 - ✓ **Social Impact Initiatives:** Albeda College engages in various social impact projects, working with local communities and organizations to address social challenges. This can involve community service projects, volunteering programs, and initiatives focused on social inclusion, diversity, and equality.

These special projects at Albeda College provide students with unique opportunities to develop their skills, broaden their perspectives, and make a positive impact in their communities. By participating in these initiatives, students gain valuable experiences and develop qualities that go beyond traditional classroom learning.

• Short description about geographical area in which school is Operating

Albeda College operates within the geographical area of Rotterdam, the second-largest city in the Netherlands. Rotterdam is located in the southwestern region of the country, known as South Holland.

Rotterdam is a dynamic and vibrant city, with a rich cultural heritage and a diverse population. Known for its modern architecture, bustling port, and innovative spirit, Rotterdam offers a unique environment for education and career opportunities.

The city is situated on the banks of the Nieuwe Maas River and is part of the larger Rhine-Meuse-Scheldt delta, which is one of the busiest and most important shipping and trading regions in Europe.

The geographical area in which Albeda College operates is characterized by a mix of urban and suburban areas. Rotterdam is a sprawling city, with a variety of neighborhoods offering a range of living environments. From the bustling city center with its skyscrapers and shopping streets to the more residential areas with parks, schools, and community facilities, there is a diverse range of spaces within which the college operates.

The geographical area is well-connected with excellent transportation infrastructure, including an extensive network of roads, highways, and public transportation, making it easy for students to access the college campuses and other parts of the city.

Overall, Albeda College operates in the vibrant and diverse city of Rotterdam, providing students with a dynamic and inspiring setting for their education and personal growth.

• Data about early school drop leaving, skill miss-match:

Early school dropout rates and skill mismatch can be significant issues in vocational education, including colleges like Albeda College. Here are some general trends and information:

1. **Early School Dropout Rates:** Early school dropout refers to students leaving their educational programs before completion. While dropout rates can vary depending on the specific context and region, it is a concern globally. Factors such as personal circumstances, lack of motivation, financial constraints, or a perceived lack of relevance may contribute to early school dropout. Institutions like Albeda College often have initiatives in place to support students at risk of dropping out and increase retention rates.
2. **Skill Mismatch:** Skill mismatch occurs when there is a discrepancy between the skills possessed by individuals and the skills required by the job market. This can result in unemployment, underemployment, or a mismatch between job roles and qualifications. Skill mismatch can arise due to various factors like rapid changes in the labor market, technological advancements, or gaps in education and training.



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3. Vocational colleges like Albeda College often strive to address skill mismatch by aligning their programs with industry demands and emphasizing practical, job-ready skills.

• **Data about occupation of students after school:**

Due to very sensitive data, not have access is provided to the specific information.

• **Ngo/institutions/programme (local, national, international) that**

- ✓ Grafisch Lyceum Rotterdam
- ✓ Expertisepunt LOB
- ✓ HMC, vakschool voor hout, meubel en interieur
- ✓ NVS-NVL
- ✓ STC mbo college
- ✓ Techniek College Rotterdam

• **How did you collect all this information?**

Focus group & Interviews from students studying to Albeda College including trainers





3. DESK RESEACH

Aim of the Desk Research

The desk research conducted to shape tailor-made training modules played a pivotal role in enhancing the project's impact assessment and overall success while simultaneously strengthening the research capacity of partner organizations. It served as the foundational step in the project's development by identifying best practices from each partner country, including Holland, Italy, Slovenia, Spain, and Turkey, in addressing early school leaving (ESL), skills mismatch (SM), and the condition of not in education, employment, or training (NEET). This collection of best practices represents a wealth of knowledge and lessons learned from previous interventions and initiatives. By incorporating these proven strategies and approaches into the training modules, the project ensures a robust and evidence-based approach that can significantly contribute to tackling these pressing societal challenges.

Moreover, the desk research confirmed the urgent and prevalent nature of ESL, SM, and NEET situations, not only within the partner countries but also transversally across the European Union. These issues have been widely recognized as critical social problems that demand concrete and effective interventions. By addressing these challenges head-on, the training modules aim to make a meaningful impact on individuals and communities, ultimately contributing to broader societal well-being.

One remarkable outcome of the desk research was the strengthening of the organizational research capacity of partner organizations. Through the process of conducting this research, organizations gained valuable skills and experience in data collection, analysis, and synthesis. They honed their abilities to navigate vast amounts of information, identify key insights, and distill complex findings into actionable recommendations. This newfound research capacity positions partner organizations as not only implementers of the project but also as contributors to the project's knowledge base and future research endeavors.

The alignment of the project's objectives with the identified needs and priorities within each partner country was another crucial outcome of the desk research. It ensured that the project's interventions are tailored to specific country contexts, taking into account the unique challenges and opportunities in each region. This localized approach not only enhances the relevance of the training modules but also increases their chances of success by addressing the specific needs of learners and stakeholders.

Furthermore, the desk research led to the compilation of a diverse range of resources, including project information files, articles, books, and training materials. These resources constitute a valuable repository of knowledge and insights for project participants and stakeholders. They offer a comprehensive understanding of the complex issues related to ESL, SM, and NEET and provide reference materials for future initiatives. This wealth of resources positions the project to make informed decisions and effectively disseminate knowledge to those involved.

Country Reports

TÜRKİYE

Expert Coaches Association

Findings from the articles:

- It should be ensured that students clarify their goal orientations and perceptions of professional competence.





- Mentoring and coaching can be used on education professionals' learning and development.
- Teacher support should be provided for career adaptability.
- Mentoring is a tool to be used in personal development planning to fill the gap between the current situation and the desired situation.
- It is recommended that all students participate in a mentoring program supported by an online environment.
- Attention should be paid to the importance of the nexus established between people.
- The following can be provide so that students do not drop out of school: 1)know theirself better, personally and socially 2) value the concrete and the practical 3) supporting conditions. These are formed in a coaching programme.
- It is suggested more detailed information about occupations and the utility of VET to young people.
- Personal development plans and instruments support students in their search for a sense of direction, occupational choice and developing their identities when used in a dialogical context.
- A positive learning and working environment should be created for students. Students should be guided and actively supported. Students' metacognitive skills should be developed and supported.
- It is recommended that VET teachers be taught coaching techniques and regular coaching programs should be implemented (on key competences in soft skills including students' motivation and conflict management for VET students) (to reduce early school leaving and also to reduce indiscipline)"
- It should be designed and implemented programme for enhancing institution-based mentoring and/or providing external mentor support.
- Reflection, authenticity and coaching are relevant characteristics should put into practice for stimulate the acquisition and use of a way of knowing and thinking that is based on vocational theory.
- Coaching can be a helpful intervention for the vocational orientation of adolescents and that a group context may be an effective coaching setting. (About career planning, career decision-making, self-efficacy and career decision status)
- In establishing the approaches to be used, care must be taken to ensure that each person understands the limits or boundaries of the relationship.
- It is recommended establishing CTM centres in all institutions to provide students with the opportunity to receive quality career advice, coaching and mentoring services while schooling.
- The following issues should be considered: The awareness of the Industry 4.0 topic, The training modules developed, The needed skills and the proportion.
- Vocational learning opportunities play a critical role in skill development and employability.
- The following problems should be considered: Education and training structure, legal regulation structure, technological and physical substructure, economic and social structure, and educational management.
- Vocational technical education has been a proven bedrock of national development in the area of Science and Technology.
- Mentoring and coaching can bring about a range of benefits for young people, including for example improved relationships, increased communication skills and resilience. It can lead young people to change their behaviours, for example helping to reduce absenteeism and/or improve pass rates.





- Mentoring is a good tool to support young people's transition to the workplace and to pass on skills and experiences.
- This report reviews the evidence on approaches to mentoring and coaching in schools, and includes some findings on mentoring and coaching in social care.
- What needs to be done now is constant coaching and mentoring.
- For mentoring; Support, guide and monitor progress.
- Adult learning staff play a key role in making lifelong learning a reality. It is they who facilitate learners to develop knowledge, skills and attributes.
- The university-employer link specifically developed for the vocational bachelor course influences the way vocational graduates find their job
- The strong linkage between general and special education in vocational education offers possibilities for inclusive education.
- There is a need to develop trans-national categories that take into account the social construction of terms such as 'skills' and 'qualifications'
- It should be noted relationship between learning and identity.
- ARCS (Attention, Relevance, Confidence, and Satisfaction) motivation model
- AR applications can be built in motivational design, universal design for learning and co-creation.
- The learning system using the blended learning model is more flexible
- The nature of peer coaching
- Findings suggest each life phase of the teachers' career demonstrated what administrators should consider when organising professional development programmes in colleges or schools.
- Mentoring is an important activity that should be facilitated in higher education through structures peculiar to each unique context.
- The following should be noted: (1) equality in the relationship between student and teacher, (2) a positive fit between the curriculum and the students.
- There should be a shared vision which taken by all parties involved in the mentoring scheme not to action with contradictory and conflicting perspectives. A shared vision develops as a result of a clear strategic vision for which upper management is responsible.
- VET programs could serve linkages between VET providers and industries by providing the marketable skills to individuals.
- Essential criteria for selecting competences and sets of competences, which the contemporary mentor should be armed with: Cognitive criterion, motivating component, professional design component, communication component, diagnostic reflexive component. Communicative, intellectual, research and managerial competences. The mentor must constantly practice selfimprovement and professional growth, develop new competences in himself along with creative potential, study and analyse the available and innovative experience, improve his teaching practice.
- Governments should inform parents, teachers and peers who shape young people's decision-making about post-school pathways and preferred occupations. Teachers may need to be impartial and students' deliberations about post-school pathways more widely informed.





- Teachers should encouragement of small successes, acknowledgement of study challenges and guide that assist students to push forward to achieve their goal.
- We must take the students' life conduct as the point of departure when approaching their school engagement and decision to drop out. It should be noticed that how teachers act or how the school environment is organised.
- Students capacities, interests, and aspirations is sholud be searched in a process approach.
- The following should be considered about students: Psychosocial problems or choosing the wrong course of study. The students have a strong belief in individual agency. They should see things as they are.
- A Peer-group mentoring can be build for teacher. This issues sholud be considered: development of skills and knowledge, strengthening professional identity and self-confidence, and development of a work community.
- Dialogical communication between student, teacher and mentor is important.
- Students' perspectives on a learning environment are crucial for their satisfaction and learning engagement. There is a need to redesign curricula in vocational education in such a way that these more intensely implement characteristics of PLEs (powerful learning environments)
- Parents and peers should be informed on educational choice.
- For school improvement and supporting disadvantaged students; strenghted school leadership; stimulate a supportive school climate; attracte support and retain high quality teachers; ensur effective classroom learning strategies, and prioritize linking schools with parents and communalities
- Students need to clarify their thoughts and actions concern matters both inside and outside the school. This thoughts influence their staying in or dropping out of a programme.
- Students' sense of competence (i.e., cognitive self-concept) is more related to performance-related outcomes (opera tional capability, work resilience, competition). The extent to which one likes the vocation (i.e., affective self-concept) is more strongly related to emotional-motivational outcomes. It sholud be searched Cognitive and affective academic self-concepts.
- The Nurse Competence Scale contains Teaching/coaching categories. (Coaching other team members in mastering rapidly changing situations)

Findings from the projects:

- Few projects have been published in terms of coaching, mentoring and vocational training. It has been observed that the projects focused mostly on immigrants, language learning and socialization of young people.
- There are four common characteristics around which mentoring programs should be organized:
- Mentors and mentees should make a long-term commitment (generally, at least six months);
- Mentors should focus on building trust and respect with their mentees;
- Mentees and mentors should set high, clear, and fair expectations for themselves and their mentoring partner;
- Mentors and mentees should meet or communicate with enough regularity to develop a strong relationship. (At a minimum recommended, mentors and mentees should meet at regular intervals for at





least four hours per month for at least a six months) For e-mentoring, 30 to 45 minutes of online time each week for at least six months is recommended.

- Youth can gain tools and methods of self-coaching to support themselves in challenging situations, to be able to understand the problem and act upon it. They can also learn how to support their mental-, physical- and work life condition. Methods: advanced methods of coaching, NLP, group dynamics and systemic work, Galan method, body movement, Perceptual Position, Timeline, Well-formed objectives, open space method.
- Intercultural youth mentoring programme can be used for personal development and specialisation. Broadening knowledge about the cultural and educational resources of the region and gaining awareness of different social realities can help youth to improve their school performance.
- The Inclusionist is important. Education methods and tools: Working groups, debriefings, free discussions, role plays, workshops, teambuilding exercises, games, energizers, reflections, study visits, presentations etc.
- Increased use of research and analysis when deciding for the direction/focus of youth work is expected in the long-run. This would allow youth organisations to work more effectively, use the funding available more efficiently and hence become better in achieving their set goals and missions."

Findings from the books and training video:

- A leadership development programming can be designed to help students acquire leadership competencies, articulate their leadership strengths and values and differentiate themselves in a competitive job market.
- It can be designed specialized reflective leadership practice tools and coaching and mentoring programs for support staff, faculty and academic chairs.
- Many young people commencing an apprenticeship find their experience challenging socially, emotionally, financially and cognitively. They have reasons, such as not liking the work or not getting along with colleagues or employers.
- Apprenticeship Support Centre can be established . It can include mentoring programme for providing career direction and advice on personal matters. They can use a mentoring approach have particular skills in providing pastoral care and building empathetic relationships.
- Mentoring is good tool for career development. It can be build a mentoring programme that helps helps employees plan, develop, and manage their careers. It helps mentees become more resilient in times of change, more self-reliant in their careers and more responsible as self-directed learners.
- Early leaving issues and solutions:

1.They do not see learning as important for the future, resulting in disinterest and disengagement.(Absence of positive future vision for oneself and students') Solution is working with the young person to develop future goals, integrating education and training. Many measures include elements of coaching, mentoring and guidance.

Key aspects are:





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-Young person drives the process, not the counsellor;

-it is the goal-setting and positive reflection on the future that are key, not programme choice;

- the goals need to be motivating and realistic at the same time.

2. Negative perception of the education programme. Negative self-perception and self-efficacy. This hinders learning and triggers resistance and disengagement.

Solution is valorising the training programme by making it more interesting and relevant.

3. The student is excluded by the education and training institutions, fosters disengagement and marginalisation.

Solution is designating a person to combat early leaving with the support of leadership and the whole institution and putting in place early warning measures that identify the persons at risk. (assessment of youngster's profile, development and implementation of a career plan)

4. Young people with learning difficulties, at greater risk of falling behind and eventually dropping out.

Solution: Early diagnosis and support to develop strategies to cope with one's difficulties. Individualised programmes and assessments to cater for special learning needs.

5. Parents are not sufficiently involved in children's education, do not feel at ease discussing education issues at home, so this is seen as not important by the young person.

Solution: Engage parents, organise dialogue with them. Make them aware of their child's education choices. Get them involved in supporting and motivating their children.

- Coaching is a critically important part of vocational education.

Learning by being coached is learning and teaching methods that work.

Goal-setting, the relationship with states of mind and the use of mental imagery can be used.

The following points relate to the functions fulfilled by a coach that help the learner to learn:

- Planning
- Dictating or facilitating
- Supporting emotionally
- Talking through failures
- Focusing on performance
- Being trustworthy
- Keeping it 'fun'
- Encouraging competition
- Encouraging reflection





While school leadership practice is improving, this issues should be considered: Curricular coherence, experience in real contexts, cohort grouping, mentoring, coaching, peer learning and structures for collaborative activity between the programme and schools. Best suited to this end are methods and content that include mentoring/coaching, workbased and experiential learning, peer support and networking and formal leadership learning programmes.

- Peer Counseling is a program that is implemented in schools, and often through school psychological counseling services.

Students who are not far from their age can share their problems (in terms of their values and beliefs, as well as their experiences and lifestyles) with peer.

In these peer support programs in which facilitate positive interaction among peers peer support each other.

Program can include peer mediation.

- For raising the quality of VET teachers, trainers, mentors and counsellors and in particular to improve their initial training, mentoring forms a part of that 'effective support'.
- Mentoring is growing in importance because it enhances the skills, confidence and motivation of teaching professionals as well as raises the quality of teaching and training.

Mentoring helps organisations to create an environment that nurtures personal and professional development, supports and retains talented practitioners, increases work satisfaction for both mentors and mentees, develops more commitment and loyalty and becomes a stabilising factor in times of change.

- Career competence is the ability to understand and develop oneself and make qualified choices in education, work and life in general in a changing world.

Mentoring is to enable the mentee to make independent decisions on an informed basis.

Mentoring can be a tool to strengthen young people's self-management skills, and thus enable the mentee to make qualified choices in a longer perspective.

The mentor relationship has a positive influence on students' self-esteem, cognitive skills and the creation of professional networks.

The biggest challenge in implementing mentoring is the project form and the lack of strategic anchoring at a managerial level.

- Coaching is a non-judgmental process where emotional support is provided and the focus is on equipping the coachee to make their own decisions. It can help an individual improve their

performance. Aspects of performance a coach might focus upon could include: task performance; role performance; situational awareness and understanding; teamwork; personal and group development; decision-making and problem-solving; academic knowledge and skills; judgement.





Coaching is particularly important because it could help address issues associated with the transfer of knowledge between contexts. Once that knowledge updating and re-contextualisation is complete, individuals seem equipped to perform their existing role more effectively.

Coaching has to be oriented less to providing support than seeking to progressively remove support as the individual becomes more independent in how they continue to develop their mastery.

Coaching allows learners to reflect on and participate actively in the development of their own knowledge and understanding. The development of more advanced practice takes place as students learn how to direct and regulate their own learning, striving for individualised goals and higher achievement.

In Chapter 6, provides a set of practical tools for coaching practitioners who are developing their teaching skills and for continuing professional development:

- Critical incident identification
- The training journey
- GROW theory
- The iceberg model
- The teaching square

People vary in their self-awareness about their goals, aspirations, motivation, personality, inter-personal skills and resilience. They also differ in their appreciation of learning opportunities and contextual understanding, and their ability to develop relationships and networks to support their learning and development.

- When you search the enabling structures at my school, you might use a tool* to support a chat with your school leader.
- The one aspects of personalising learning is mentoring or coaching.

Formal mentoring, coaching and case management programs make relationship-building an explicit part of the VET teaching/learning course.

Coaching is another mechanism to ensure that learners receive appropriate individual attention. We made a conscious decision at the start that all of our staff would be coaches.

We need to take into account the mental and physical capabilities of that particular trainee. That's exactly what good coaches do: they facilitate the choice of options.

- Characteristics of Career and Technical Student Organizations (who have co-curricular) focus on three important aspects: leadership development, community service, competitive events. Career and technical student organizations can develop individual student potential. The level of participation may depend on funding, the availability of instructor time.

ÇASGEM

“EVS Inclusion Iter SolidaritésJeunesses Seeds”





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Iter is part of the youth unit in the Social Administration Center in the City of Gothenburg and offers Gothenburg residents a wide and varied range of social services, and works primarily with young people with undiscovered opportunities, also called young adults with fewer opportunities (NEET/UVAS). Iter started on the basis of a need to find new methods for reaching young adults who were far from employment with the goal of getting into employment, combined with a desire to include the target group in international mobility projects within the City of Gothenburg. Iter started as an EU project with partial funding from the European Social Fund. The target group includes a wide range of participants with different backgrounds; It can be school dropouts, young adults with a history of drug abuse, criminal activities, homelessness, etc. Iter prefers to name the target group as young adults with undiscovered opportunities as we believe that all people have the abilities and desire to move on in their lives, but that some of us sometimes need a little more support and encouragement. The aim is to get more young people into employment; work, study or internship. To get more young people outside to complete their studies, to feel included in society and have a greater opportunity to influence their lives.

EVS Inclusion Iter SolidaritésJeunesses Seeds was carried out by the City of Gothenburg, which aimed to give young adults with fewer opportunities - or undiscovered opportunities - a chance to volunteer abroad. The project actively promoted citizenship, democratic values and human rights. The aim of the project was to promote the integration of young adults into society and to enter employment or studies, through voluntary stays, create experiences in a European and global context and thereby strengthen young adults. The method within the project was based on non-formal and informal learning. Iters' business has had a good result with a difficult and complex target group. The focus was on young adults at risk, ie young adults who lack natural paths to employment, young adults who are unemployed and may be stuck in permanent exclusion.

During the project, Iter has further developed the method that includes international mobility / EVS to support the target group, to make them more employable or ready to go back to school and continue their lives in order to feel more included in society. The method contains a lot of support before, during and after the mobility and it also contains a large network of local actors.

To enable this, preparation of young adults was carried out and furthermore, the young adults were also caught on returning home by including the group in activities and coaching. Through a motivation and preparation phase and a follow-up phase funded by the City of Gothenburg, we wanted to reach the target group and also create more opportunities for young people to reach a profession such as education or work. EVS was implemented in France and Iceland, within the partner organizations Solidarités Jeunesses and SEEDS.

The project was also opened to new partners, some places within the project existed since the original application, not with any specific recipient organization, which made it easier to use places with the entry of the pandemic Covid 19.

The project further aimed to broaden the partnership. The target group consisted of different interests and needs, which led to us increasing collaboration with different organizations to increase the range to meet the individual needs and interests of the participants in the project.

The focus was on working with the partner organizations to create activities that feel meaningful and manageable for the youth.

The partners had an intention to meet physically on site and develop the collaboration through various activities, all with the long-term goal of improving the work with the participants. However, due to the Covid -19 pandemic





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situation, and major organizational and staff changes, physical meetings were not held but meetings were conducted digitally with some of the organizations.

“Self Awareness, evaluation and motivation system Enhancing learning and Integration to prevent and contrast ESL and NEET”

Early school and iVET dropout and NEETs in the last decade have been increasing in all EU countries, although with different rates and drivers, Preventing and contrasting ESL and NEETs is at the centre of the agenda both at the EU and national levels in order to support inclusive, competitive and sustainable development processes.

That calls for a need of sharing and building models, resources and competences by actors operating in diverse job and educational systems. The student awareness, motivation and engagement as well as the trainers (and educational system) competences in designing effective, personalized and engaging learning and job orienting processes can address the key determinants of a vicious circle based on the progressive decreasing of both expectations and competences. This is exactly the focus of the project SAVE (Self Awareness, evaluation and motivation system Enhancing learning and Integration to prevent and contrast ESL and NEET) aimed at define and validate innovative models, approaches and tools supporting personalized, active and engaging youth personal development processes, based on self-awareness, reflective and participative based learning models, preventing ESL and NEET phenomena, contemporaneously addressing:

- Students’ engagement and motivation by implementing self-awareness/evaluation tools, inclusive guidance and learning solutions supporting reflective, engaging and active behaviours;
- Trainers guidance and learning role empowerment: by adopting pedagogical models based on: self-evaluation, learning personalization, digital portfolio and technology enhanced environments;
- School and iVET responsiveness: by implementing stronger dynamic link between education and job market, leveraging on the competencies’ recognition within the SAVE portfolio framework.

The SAVE system has been: realized, starting from the valorisation of partners complementary competences, resources and experiences; validated within a wide piloting framework, both at national (IT) and partners countries level (ES; UK; CZ). Around 300 youths and 133 trainers were involved just considering the piloting action. Six partners from IT, CZ, ES, UK, with consolidated experiences and representing SAVE targets, carried out the project by expressing complementary competences and resources, related to: self-evaluation and learning personalization (Ciofs-Fp, Educomm, Apricot, Navreme); technology enhanced systems and models (Navreme; Educomm; Apricot; Cultorale); target representation (CIOfs-Fp; Sanviator; Educomm); VET methodologies and organization (Ciofs-Fp; Cultorale; Sanviator).

Five intellectual outputs, 8 multiplier events and 3 final conferences, supported by robust communication, dissemination and project management actions and processes allowed to achieve the project goals by:

- carrying on a transnational scenarios and need analysis on models, practices and experiences aimed at clustering the targets and focusing SAVE design drivers;
- adapting existing (also by creating a common SAVE clipping base) and further developing innovative tools, strategies and resources on the bases of the main scenario evidences;
- defining the overall SAVE models and its architecture in terms of web enhanced solutions supporting learning personalization and guidance strategies based on self-awarded, motivated and active processes;





- developing the SAVE resources for both youths and trainers and integrating them within the web enhanced SAVE system;

- validating and fine-tuning SAVE system and its resources within 11 Italian Centres and in each partner countries.

An iterative and multidimensional design-integration-validation approach has been employed, valorising the involvement of targets since the very first project stage to its follow-up, supporting both its improvement and fine tuning as well as its sustainable valorization. The evaluation of the piloting action has also represented the basis for the development of SAVE Recommendations addressing contemporarily the three levels: the system, professionals (trainers, schools and VET organizations but also mentors and companies, job placement) and youths.

“YouthWork ReHab”

So-called ‘soft-skills’ are actually transversal and complex competencies of interaction with people and situations, helpful to reach successfully personal and professional objectives through an appreciated, efficient and fair process. ‘YouthWork ReHab - Leading youth(work) toward employment after COVID crisis’ is a training course(TC) on soft-skills, a crucial element of non-formal education and youth work (as confirmed by the Youthpass key competences as well as the Competence Model for Youth Workers to Work Internationally of SALTO). Moreover they are fundamental and recognized by the market too, in fact, the 10 soft-skills the TC focuses on are the ones most requested by the job market for the year 2020. MOH youth organisation, trainers and partners of ReHab (we) believe that soft-skills are key elements to improve the standard of professional life of youth. The TC aims at empowering directly youth workers so they can pass soft-skills to their target groups, supporting the employability of young people, including those with fewer opportunities and NEET. Such an educational initiative responds to 2 main demands of the current European situation. In the last years, soft-skills have become extremely required by employers. Actually, the purpose behind this TC is to enhance the awareness and practice of these soft-skills that are more demanded for year 2020:

- 1.Growth mindset,
- 2.Creativity,
- 3.Focus mastery,
- 4.Innovation,
- 5.Communication,
- 6.Storytelling,
- 7.Culture awareness,
- 8.Critical thinking,
- 9.Leadership,
- 10.Emotional intelligence (Udemy’s 2020 Workplace Learning Trends Report, 2019).

The aim is to increase the efficiency of youth organisations enabling youth workers to generate a meaningful impact on unemployed youth, especially these with fewer opportunities and NEET. The COVID-19 crisis occurring while writing this application includes a major crisis in the job market. ILO foresees rapidly intensifying economic effects on employability far worse than the 2008-9 financial crisis (8.4.2020). By the time the TC will be implemented, we expect youth workers to be in the frontline to help young people that are unemployed to access the job labour market again and this project is here to support them building such capacity and know how. With





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ReHab, 24 experienced youth workers + 3 staff members from 8 different countries enhance the awareness of their own soft-skills and then boost their competencies to improve the quality of their youth work meanwhile they also acquire effective methods to boost them on their target groups, to support them meeting the needs of the labour market and get a job. To achieve such an overall goal, participants reach the following specific objectives. Acquiring and/or improving capability in the 10 soft-skills named by “Udemy’s 2020 Workplace Learning Trends Report” Learning by doing a series of non-formal methodologies and methods to include in their usual youth work Creating a dissemination tool ‘Tips&Tricks for job interviews’ to pass their target groups and peers; planning (during the TC) implementing a follow-up workshop (after the TC) The TC flow goes through 3 main learning blocks: RELATIONAL soft-skills, PERSONAL soft-skills, SITUATIONAL SOFT-SKILLS. Each of the 10 soft-skills worked out belongs to one of this blocks and participants meet them in propaedeutic way. The TC roots on trainers’ educational model Radical Learning based on systemic coaching and experiential learning strategies, methodologies and methods gathering somatic awareness, somatic wisdom, artistic expression and emotional awareness for crossing soft-skills and learning as a dynamic, synergetic and interactive youth working subject. Coworking and empowerment purposes root the TC. All items gather in Kolb’s experiential learning cycle. “Though soft-skills are increasingly seen to benefit youth in all domains of life, these skills are poorly understood, not well assessed, and too often overlooked in policy and institutional contexts, including education, training and the workplace” (Ignatowski 2017). We considered it important to design a TC to boost a common European understanding on soft-skills related to the labour market and to enhance the competencies of youth workers, also based on partners’ priorities, needs and interests, collected via a survey (annex 2,3). It is worth that the TC, being implemented in Bari, sets in one of the European areas most affected by unemployment, becoming even more relevant from a local perspective (Eurostat 2019), while being an impactful sustainable growth perspective for Europe (European Commission 2019).

“Career Guidance in a Changing Labour Market”

The European labour market is in a constant change, and consequently many employees face the situation in their workplace where they suddenly don’t have the requested necessary competence to continue in the same job. The necessity for re-training to achieve the right competence becomes more and more evident.

Because of the complexity of the modern labour market it also becomes more and more necessary with proper work guidance and advice for the individual workers with low skills. It is also necessary to aim at reducing the shame that traditionally has accompanied a person who doesn’t manage difficult job-situations without getting help.

The main objective with this Erasmus+ project - WORKGUIDANCE - is to improve the quality and the effect of how work guidance is used in practice, in order to better motivate more low skilled workers / employees to seek work guidance as a preventive measure in cases where they might lose their job due to structural changes at work. The main target group for this project is teachers / trainers (coaches) that need to improve their coaching skills when delivering practical work guidance to employees with low basic skills and / or employees in danger of falling out of working life due to structural changes. The results will also be relevant for working with jobseekers trying to enter working life.

The aim of the project is to develop new ways of using the best and most efficient parts of existing methodology, by focusing on exchange of good practice exchange, combined with re-design and validation of already in-use





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tools and / or describing how to adapt well-known methodology in new ways, for good improved practical work guidance towards the groups mentioned above.

The main outcomes of our project will to investigate what work guidance factors – both on structural, practical and result-level- are most important to prepare workers with poor basic skills to be able to obtain a uctional work guidance. The outcome of the project will primarily be the practical results from the planned guiding experiences in the partner countries, and the practical results will be presented in a Guidance Manual that will be easy to use for other interested parties, in the future.

The broad mixture of partners – both with experience as providers but also as representatives for large industrial partners – will ensure that the results will be transferred and exploited to other European countries. Since most of the partners also have a broad experience with other Erasmus+ projects, this will ensure a potential for synergies with other Erasmus+ projects.

Each partner will evaluate the way the stakeholders, especially national authorities and providers, respond to the findings and results from our project. This will be a running process during the whole project, as well as after it is finished.

We will measure the impact of our project by registration of references to the project on websites, in social media and so on in each participating country. There will also be an evaluation of the results from the training sessions in each country by surveys and interviews with the participating employees or jobseekers and the managers on different level.

“European senior Volunteering through mentoring for the social inclusion of Young people in difficulties”

The EvolYou project was aimed at improving the level of key competences and skills of disadvantaged youngpeople aged 15-30, especially those skills that are relevant for the labour market and that can facilitate activeinclusion in society. This objective was achieved through a training path of participated involvement of seniorexpert volunteers in an intergenerational mentoring environment. The path was designed to upskill youngsters bysharpening their soft and employability skills, so countering their conditions of fragility and disadvantage. Another objective was developing an active ageing proposal, by fostering the social involvement of the seniorpopulation. EvolYou was also aimed at scaling up the VerA initiative, a good mentoring practice successfully applied inGermany for more than 10 years: the intention of the EvolYou consortium – involving 6 countries (Italy, France,Finland, Spain, Germany, Belgium) and 9 partners – was bringing VerA in other EU countries where it wasn’t yetexisting, by adapting it to the different national contexts of 4 testing countries (Italy, France, Spain and Finland)and to different target groups in each of these countries, by cooperating with the local actors in the VET field.

“Empower Teachers to Trigger Work-Based Learning”

The project's objective was to create an open-source online training course and other educational, policy framework resources that could support school staff (teachers, school directors, trainers) in gaining professional knowledge to improve their schools' WBL training, get to know non-formal educational methodologies and, consequently increase their knowledge (and connection) with the world of work.

To reach this objective, 7 partners (a headmasters Trade Union, training providers, teachers training associations, a university and a company trade union) coming from 6 EU countries (Italy, Greece, Ireland, Spain, Belgium, Bulgaria) set up a specific partnership in order to produce a Moodle-based e-learning platform with learning





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modules concerning subjects and topics every school in EU could use to increase high-quality work-based learning activities, being them school-based system and dual-systems.

“BELIEVE YOUR COACH BELIEVE YOURSELF”

With the implementation of the project we wanted to achieve that;

For teachers,

- They expertise their knowledge in coaching system
- They have the opportunity to observe the application of cultural interaction system on the spot-check
- They exchange ideas about how to adopt the system in our country
- They internalize the strategies that can be used in coaching system
- They develop vocational and language skills, gain European point of view
- The trainings taken in host countries become widespread all over the provinces of Trabzon by teachers commissioned by National Education Directorate
- They contribute to development of education vision of our schools

For Students,

- In schools where the coaching system is used in a truly way, the difference between students' academic success level decrease
- The ability based education's aims become organised
- Coaching help students to find the right way for themselves and give way them to make effort when taking decisions about their educational lives
- Students aren't only exam oriented but also more organised at life. They become mentally, emotionally well qualified, self-fulfilled and have a place in the world as a world man's point of view
- Students gain European point of view and 21th century skills

“SKILLS Advancement in Education - leadership, empowerment, management skills for teachers and teacher-leaders”

What is the project about?

The Projects overall AIM is offering a program to help aspiring teacher-leaders, in developing more sophisticated management orientated skill, increase their preparation and readiness to manage their workload, while learn how to sustain and empower others and how to lead teams for the benefit of their schools.

Why are we doing the project?

- Aspiring leaders or middle leaders in an education setting need to develop more sophisticated management orientated skills and collaborative practices to increase their preparation and readiness to manage their workload, sustain others in their professional growth and lead teams to work on school improvement and development.
- Aspiring leaders or middle leaders in an education-settings have the experience in teaching but LACK the additional management and leadership soft skills required to support others while dealing with their tasks, readiness to manage their workload, sustain others in their professional growth and lead teams to work on school improvement and development.





- EU countries have different framework to evaluate school leaders, but the applied methods are lacking in ASSESSING if the candidate do possess competences as: effective leadership, ability to motivate staff, lead the development of teaching practice and teacher leadership.
- Newly qualified teachers have a good set of skills and knowledge on their subject matter but when entering the profession, many find real school environments challenging and some drop out of the profession. The possibility for offering more targeted support to help novice teachers develop competences and resilience, enhances the quality of teaching and reduces costly exit from the profession

What will we achieve from the project?

- Improved skills and competences in TEACHERS LEADERS (time management, business self-awareness, managing people and having difficult conversations with colleagues, leadership/supervision skills, adaptability, problem solving, critical observation, reporting and monitoring performance, strategic thinking)
- Increased capacity by both teacher-leaders and novice teachers in using collaborative work methods and career-long professional development, and use of digital technologies with confidence
- Increased capacity in teacher leaders in fostering others, support professional improvement, coaching and mentoring (younger) colleagues
- Enhanced quality of teaching with the use of digital technologies and online assessment methods
Improved capacity and expertise of the PARTNERS AND TRAINERS resulting from the collaboration, the transnational training, piloting of the program and interaction with other professionals during the implementation of the project
- “Extended Choices for Young People in VET”

N.Ireland has high numbers of Young People (YP) who leave school with no /few qualifications; these YP often drop out of education and are described as being NEET (Not in Employment, Education or Training) They often have fewer opportunities & many have complex barriers that prevent them engaging with mainstream VET. In 2010 GEMS NI began to research & develop ideas to improve pathways to VET for NEET YP. This wasn't about creating new VET programmes or delivery infrastructure, but creating the right conditions to make VET more attractive & accessible to YP who need additional support and a flexible menu of learning, life, leisure and work opportunities. GEMS NI developed the Co-Ment project - a flexible model which through personal mentoring assists a YP to develop their personal action plan around 4 'Zones' Learning, Life, Leisure and Work with the YP banking time through activities in each Zone, supported by a personal mentor and an innovation resource to support their goals. Key to the model design is collaborative working between the range of organisations that need to share knowledge and resources to support a YP on their learning pathway with the YP's personal Mentor helping them to navigate their learning journey. The project, delivered by GEMS NI since 2012, has been highly successful in supporting disadvantaged & marginalized YP to engage in VET; improving their personal capacity for learning & work resulting in positive destinations - return to education, engagement in mainstream VET programmes and employment. The EC-YP project aimed to develop, transfer & implement the innovative Co-Ment model in Italy, Austria & Ireland, customised to the needs of the partner country, to improve VET outcomes & lifelong learning pathways for NEET YP.





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The EC-YP in VET partnership combined the experience & expertise of organisations committed to working together to develop attractive & inclusive VET for disadvantaged & marginalized YP: GEMS NI,UK (Co-ordinator);TIME,UK; Antares ,Italy; Die Querdenker, Austria and Ballymun Job Centre, Ireland.

The project had 2 direct target groups

1: 20 VET mentors who have a specialism and practical experience of delivering dedicated mentoring and careers advice to NEET YP

2: 62 YP who are not in education, training or employment and are recognised as amongst the hardest to reach, hardest to help

In addition, 32 NEET YP and 10 VET trainers participated in the EC-YP YP Forum and EC-YP Advisory Group respectively contributing to the product design, evaluation and project dissemination.

EC-YP was delivered through 8 work packages (WP), 3 core (Management, Quality /Evaluation and Dissemination/Exploitation) and 5 integrated product development WP (Needs Analysis, Product Model and Web-based platform, Training of Mentors, and Pilot Testing) Each WP had an allocated partner lead mapped to skills and experience and all partner roles and responsibilities within a defined budget & time-frame.

Hakkâri University

ESL

There are 42 projects and 20 articles about ESL.

School dropout causes an increase in crime rates as well as unemployment and lack of qualified personnel. "Individuals who drop out of school;

- a) a decrease in the country's potential income,
- b) the government having to allocate more financial resources for social security and social assistance,
- c) an increase in the demand for social supports,
- d) an increase in crime and antisocial behavior,
- e) a decrease in political participation,
- f) a decrease in intergenerational class mobility, and
- g) low health indicators."

"School dropout, which is legally defined as leaving school before the end of the period of being in school and without acquiring the necessary qualifications, means that the individual cannot gain the basic skills provided by education and that the level of economic and social welfare cannot reach the desired level." "The reasons for dropping out of school are grouped under the headings of school, environment, family and individual, social and economic status in the family (Gökşen, Cemalcılar and Gürlesen, 2006), feeling peer and teacher support and (Taş, Selvitopu, Bora and Demirkaya, 2013; Özdemir, Sezgin, Şirin, Karip and Erkan, 2010b) the importance of the academic success of the student (Erkin, Okçabol and Ural, 2010) was mentioned. Yorğun (2014) stated that the risk of school dropout increases as a component of feeling low social support, negative peer relations, negative attitudes towards school and education, low self-esteem and withdrawing from the environment.

"In the study by Wilson, Tanner-Smith, Lipsey, Steinka-Fry and Morrison (2011) evaluating dropout prevention and intervention programs, it is reported that children from families with low socioeconomic status who come with migration are at risk for school absenteeism. In the current study, the second place among the reasons for students'





permanent absenteeism is the employment of their children and the third place is the financial impossibility of the students. In addition, in the researches conducted by Baruah and Goswami (2012), Okuşluk Çapur (2006), Nar (2008), Aküzüm, Yavaş, Tan and Uçar (2015), Özbaş (2010), Adıgüzel (2013), Shirtsiz and Özdaş (2013), Tolerancer and Polat (2015), it was determined that the financial inadequacies of families were among the factors that caused school absenteeism.

"Although the problem of dropping out of school in our country is commonly seen in high schools (Şimşek, 2010), it is seen that it has become a significant educational problem for primary schools." "Apart from the conscious choice, there are reasons that pull the student out of the school, as well as the attitude of the school administration and the problems and problems in the social and physical conditions of the school, which may cause the student to be pushed out of the education process. The student drops out of school; It can be related to their own personal characteristics, as well as cultural and individual perceptions, such as socio-economic factors and even the importance given to education."

"Two theoretical approaches can be used to examine the causes of school dropout. The first of these approaches refers to the "pushing" of the student out of the school for various reasons, and the second refers to the "pulling" of the student out of the school. The reasons behind "being pushed out of school" and dropping out of school should be sought within the school. According to this model; Being excluded and ignored by the school administration and teachers for various reasons causes students to fail and therefore feel inadequate. Another model, "school withdrawal", focuses on the effects of external factors on school dropout and explains the effects of family structure, student's place of residence, socio-economic status, and culture on school dropout. When the relevant literature is examined, it is seen that various researches have been conducted on the familial, personal, academic, social and environmental causes of school dropout."

"According to the data of the European Statistical Office (Eurostat), Türkiye ranks first in the field of early school leaving compared to European countries. The number of dropouts varies according to the regions. According to Eurostat data, the Southeastern Anatolia Region is the region where education is most frequently interrupted in Türkiye (1). In addition, in regions where the threat of terrorism continues, the rate of dropouts is higher than in other regions (2). In addition to regional difficulties, the presence of psychiatric illness is also one of the most important factors in early school leaving (3). Studies have shown that many internalized and externalized psychiatric symptoms are associated with early school leaving.

"In the literature, problems are categorized as personal, family, social, economic or school-based problems. According to a study (Lally, 2012), 62% of children decide to drop out of school due to school-related reasons, 60% for economic reasons, 14% for family reasons and 5% for health reasons.

"It is stated that 58 percent of adults in Türkiye have not completed their high school education and with this rate, Türkiye ranks last among 34 OECD countries. When we look at the numerical data, the importance of the situation draws even more attention. According to these data, while the number of students enrolled in secondary education institutions in Türkiye in the 2006-2007 academic year was 959,390 (MEB, 2006-2007), the number of graduates of these students who were expected to graduate in 2009-2010 decreased to 662,894 (MEB, 2009-2010).

"When school dropout rates are examined at the secondary education level, they are observed especially in vocational education institutions. In this regard, clear statistical data could not be obtained because there was no program such as a school dropout monitoring system."





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"The fact that 50% of the people who fill the prisons in the United States are people who have not completed their high school education, and the remaining 50% are people who have dropped out of higher education (Cassel, 2003) shows that the price of this ignored problem for the individual and society is quite high."

"On the base of these objectives in the wide framework of the Europe 2020 strategy, the priority of reducing the dropout rate was highlighted, with the aim of reducing the average rate to 10%."

"According to the European Commission: (...) the consequences of early school leaving affect people throughout their lives, and reduce their chance to participate in the social, cultural and economic dimensions of society. It increases their individual risk of unemployment, poverty and social exclusion. It affects their lifetime earnings, their well-being and their own health and that of their children. And it reduces their children's chances of succeeding at school. (European Commission, 2011, p. 3)"

"...early school leavers from privileged families with respect to cultural and economic capital are in a less precarious position. However, our findings also show that coming from more privileged social backgrounds does not necessarily lead to successful re-integration into education and training – some habitus forms are clearly better suited for re-entry than others."

Some of the projects are below:

United Against ESL

Reducing ESL (Early School Leaving) is one of the largest and most important challenges faced by European countries. The high rates of school dropout at the end of compulsory secondary schooling not only hinder the social integration of those who suffer it, but also reduce national productivity and competitiveness, put at risk the levels of equity and jeopardize social cohesion. At the beginning of the project the rate of ESL in all project partner countries was over 10 % as is the aim of European Union. There were many factors pointing by the project partners about to the reasons why children were not enrolled in school, dropped out of school or at risk of dropping out. There was no single way to tackle ESL as there was no single reason that causes it. We understood that measures to reduce early school leaving might be comprehensive and aimed at a wide variety of youth needs. Consequently, it was obvious that teachers, students, parents and all educational staff should have more information about the ways to strengthen the connection between the school and the students.

To cover all the stakeholders the target group of "United against ESL" project were high-risk groups such as students who were in danger of early school leaving, immigrants, from poor families or minorities, teachers educational staff and administrators. The project had two stages. During the first stage the main activities were related to prevention and early identification of the problem. During the second stage the activities were affiliated to mediation and dealing with the problem. During the whole project period sharing experience and ideas of prevention of ESL were leading. The project achieved the set goal of a comprehensive methodology of ESL, defined by risky students and composed of all stages of the problem so that early school dropouts could be known in details by the entire target group. Among the results of the project is the Schoolkit in six languages that aims to support teachers/educators working with students in identifying and monitoring students in need of greater care and support. In the project, participants learnt how to make effective systems to find long-lasting and lasting solutions using the other Project product – Early Warning system to prevent ESL. The System includes developed materials - students' survey to define those who are at risk of ESL, checklist for the Multidisciplinary School team for observation of identified students at risk of dropping out, Multiple Intelligence Test defining the type of





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intelligence of student. Following the developed steps in the System, teachers chose the most appropriate measures of Councelling programme for each student.

In the project 118 teachers and 505 students were involved. 45 students at risk of early school leaving were identified. With the help of parents, meetings and seminars, teachers and experts in each project country developed more supportive school environment for second chance and compensation options for the students detected at risk. Students' suggestions were taken into account in the developing of the materials. Interaction between school, parents, teachers, students and all stakeholders increase which helped us to fight against ESL. A Handbook with eleven innovative lesson plans developing different types of intelligence according to Howard Gardner was made by sharing teachers' experience. These lesson plans were used with the students to prevent their early school leaving and to reengage them with school by providing motivating school process and support on time. At the end all detected students recieved certificates for participation in the project. None of them dropped out.

The project had two Transnational project meetings, and three Learning/Teaching/Training activities. At transnational meetings (first and last meeting), management of the project, its implementation, budget, activities, planning, meetings, reports and completion were covered. In Learning/Teaching/Training activities, Project partner countries organized trainings on a different side of the early school dropout following the stages of the project. All the partners shared their experience in reducing early school leaving which enriched their knowledge about ESL and helped them to improve their daily school work. Seminars, meetings, local and International conferences were organized to disseminate project results. At these events more than 450 participants were involved. In addition, social media was used effectively and the developments in the project was announced to followers and related with the help of newspapers, online newspapers, social media (Facebook and Instagram), corporate websites and project website. In addition, international dissemination activities was carried out with the help of Facebook group and E-twinning project with the same name. All these useful educational products ensure that the project is long-term.

Drop Out - Coaching at School

DROP OUT - COACHING AT SCHOOL This project addressed to two problematic issues at schools and in the long term in the society. The first one was students could not identify their needs and abilities well enough to plan their career. And the second one, the students found it hard to cope with the pressure and stress of the vague future, as a result they would leave school earlier. Most of the students belonged to different social classes which meant some of them were at highly risk of drop-out. Every partner school had evaluated the percentage of these students: Italy: 20%, Estonia: 2%, Poland: 7%, Romania: 15%, Turkey: 23%, Spain: 20% and Greece: 15%. The schools had used surveys, school reports of social backgrounds of the local communities or other available materials from their Educational Departments. Referring to our main aim which was reducing the number of students at risk of drop out we wanted to achieve the following states: Italy: 10%, Estonia: 0%, Poland: 0%, Romania: 10%, Turkey: 10%, Spain: 10% and Greece: 10%. The second aim we wanted to achieve was reducing stress level and developing the necessary abilities to manage emotions as well as overcoming anxiety within the classroom. The other goal was improving creativity in using new ICT technologies by working with robotics experts. The next aim to gain was providing the motivation of students for learning and socializing by showing them how to plan their future career. There were 7 schools participating in the project: Poland as a coordinator,





Turkey, Italy, Romania, Spain, Estonia and Greece. The initiators of the project had been schools from Turkey and Italy as their countries struggled with the problem of early school leaving to a large extent. The Polish school had agreed to be the coordinator with regard for its experience. The main methodology how to cope with the issue of early school leaving was creating a system of coaches in every participant school and working with students at risk. According to the expertise and competences of the project team, the distribution of tasks were as below:

1. Turkey, January 2017 - Seminar on life coaching for teachers; questionnaire about the level of stress and the EFT Technique; edition of a guide 'Drop out - Coaching at School. How to reduce the risk of early school leaving?'
2. Greece, March 2017 - Interviews with professionals to assess the pros and cons of different careers as well as workshop: 'How to behave at a job interview?'; editing a calendar for 2018 with photos and students' stories titled: 'I have a dream...!'
3. Italy, November 2017 - Exhibition on Robotics: Open Fair - the students assembled Lego- bricks in order to build a Robot; leading a project blog with all the news and students' experience.
4. Estonia, April/May 2018 - Outdoor sports and Yoga to gain inner peace; creating booklet titled: 'How can Yoga and outdoor sports help us?' with the essential techniques. Other partners' tasks were as follows:- Romania: designing the mouse-pads, pens, T-shirts, caps with the logo; monitoring of achievements and evaluation of results; editing a start-up brochure: 'Drop out - Coaching at School' about partner schools and our aims to promote Erasmus+ Program during the following 2 years,- Spain: editing of an album with the photos and summaries of all the Training Activities, titled: 'Erasmus Friends'; a leader of works on preparing a perfect CV, - Poland: arranging and updating the project web page; editing a part of the guide ('Drop out- Coaching at School. How to reduce the risk of early school leaving?') titled 'Methodology of Learning by Doing'; preparing Europasses for all participants. During the total duration of 24 months, 3 transnational meetings were held: 1. In Spain, in November 2016 to talk about the activities' details and project management. 2. In Romania, in May 2017 to monitor the aims of the project and evaluate the results achieved within the first year. 3. In Poland, in July 2018 to assess the outcomes of the whole project using prepared materials in Romania. All participants were trained by a professional expert how to share the elaborated materials. At the end of the project, according to the main results, the teachers did: - become coaches (100% of the teachers in every school were trained) working with students at risk of drop out, - create a new system at schools to prevent early school leaving by having life coaches at schools. All the students at risk of drop out did:

- succeed in planning their future career by continuing their education at school,
- improve their ICT and foreign language skills through the computer programming of a Robot,
- learn to cope with negative feelings and turn them into positive ones to see advantages of staying at school,
- keep in mind that mistakes lead to better learning and the most important thing is not to give up. All participants were actively involved towards a better understanding of the real European dimension.

Early School Leavers: Drop-in

Early school leaving (ESL) is often seen as the fault of young people. This is seen as a consequence of disengagement towards the formal education system, mistrust in the ability of education for securing future employment and negative learning experiences (e.g. see Ten Steps to Equity in Education, 2008). As a result,





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certain groups of young people remain without basic qualifications and with low skills, which significantly increases the likelihood of unemployment or precarious work, exacerbated by the effects of the economic recession. In turn, the absence of young people from the labour market is a significant detriment to socio-economic advancements, evidencing on one hand a deficit in youth-related policies and on the other ponderous youth civic participation. 4 out of the 5 countries participating in the proposed project demonstrate high rates in youth unemployment. According to Eurostat's figures of 2015: GR-47.9%, CY-32.5%, IT-39.8% and RO-21.5% (the EU average is 20% and the UK rate 11.5%). This demonstrates the need to learn from each other. It also signals the need for non-formal and innovative ways of developing skills for youth to match modern labour market needs. For example, we know that non-formal education and training should be perceived "as a valid alternative to general academic education... enabling young people to become active in the labour market and... of equal value as more academic pathways towards employment" (Solidar Foundation, 2014). Especially for vulnerable populations, non-formal learning can offer these alternative opportunities; it can address skills shortages provide a fertile ground for learning and the transition to employment, as well as foster social inclusion (EC, Education & Training Monitor, 2013). Therefore, there is a need to work transnationally to enhance the basic and transversal skills and competences of young people who have dropped out of the formal education system, (re)introducing them in informal learning, based on an innovative, tailor-made capacity-building model, with the aim to ultimately facilitate their socio-economic (re)integration and employability. Thus we proposed "Drop-in". The project has been delivered through a strategic partnership including: The IARS International Institute (UK), KMOP (Greece), InEuropa (Italy), CARDET (Cyprus) and The Schottener Foundation Social Services (Romania). DROP-IN targeted the horizontal priority "Open and innovative practices in a digital era" by developing and making available a modern, integrated, and holistic e-learning and networking platform. A platform tailor-made to the skills, capacities, earning, and development needs of young drop-outs and ESLs across Europe. One of the project's innovative aspects was the use of game elements and the application of game mechanics in the development and application of the online learning to facilitate the learning process. Combined with the youth-led nature of the project as well as the accreditation that we achieved through YouthPass and CPD, this innovative aspect of the e-course made it more attractive, rewarding and engaging to young people, especially those who have been withdrawn early from the formal educational system and had shown very little or no interest in re-engaging with formal education. This idea came from our preparatory work with the IARS Youth Advisory Board, the involvement of which have been engaged in order to deliver a youth-led management and quality control of DROP-IN. Furthermore, we know that education and training systems need to enable all learners to achieve their potential by understanding and embracing the diversity of their needs, regardless of socio-economic, cultural, educational or other differences. Therefore, DROP-IN targeted the Horizontal priority "Social Inclusion", by targeting drop-outs/ESLs who are outside the formal structures of society often because of a combination of personal, educational, economic and social circumstances leading to a higher risk of being socio-economically excluded. This group has fewer opportunities of education and training which the project recuperated for, by developing a tailor-made programme providing for the validation of the acquired skills by the targeted young population, therefore paving the way for more inclusive opportunities in education, training and the labour market. The project also enhanced the quality and relevance of the learning offered through non-formal education and training by directly linking





labour market demands to the needs and wishes of our target group. Finally, as a youth-led project, DROP-IN addressed the Youth Sectoral priority "Promoting Empowerment" by introducing, piloting and implementing new, innovate and effective youth-led methodologies for enhancing the basic and transversal skills of the specific disadvantaged group of young drop-outs and ESLs, offering additionally a Youthpass and CPD certificates.

Comparative Reports

The results of the desk studies conducted in Turkey, Spain, Italy, Slovenia and the Netherlands, which are stakeholders of the project, are given below. This report contains desk research files from five countries (Netherlands, Italy, Slovenia, Spain, Türkiye). This report is an analysis of ESL (Early School Leaving), NEET (Neither in Education Nor Employment) and SM (Skills Mismatch) reports of all stakeholders.

Common findings on early school leaving (ESL) in the studies reviewed are:

- Absence
- Lack of motivation
- Socio-economic problems
- Employment instability
- Problems in accessing the labour market

Common findings in the studies reviewed on skills mismatch (SM):

- Lack of skills for the relevant department
- Inability to adapt to technological changes
- Inadequate education
- Not being able to find the right job
-
- Lack of level of knowledge

Common findings from studies conducted for those who are neither in education nor employment (NEET) are:

- Women have more NEET status than men
- Occurrence of mental and physical health problems
- Low self-esteem

ITALY

Transversally to the different states in the European Union, it is highlighted, both at institutional level and at the level of literature in the sector, how the issues related to early school leavers (ESL), skills mismatch (SM) and the condition called not in education, employment, or training (NEETs) are particularly topical and represent a social problem that needs to be addressed with concrete interventions. These conditions and social processes are the subject of theorizing, but also of intervention with the aim of contrasting, reducing, and preventing them.





The project that is being developed is consistent with these objectives and with the general need to prevent such critical conditions at the individual level as well as the social and institutional level. In this regard, desk research on the themes object of intervention - **ESL, SM and NEET situations** - has been developed with the aim of collecting and describing the main guidelines and good practices present and used in the Italian context to cope with them; as well as further elements and trajectories of utility emerging from the literature. To do this, we considered what emerged from the focus groups as prevailing factors in connection with these processes, putting them in relation with what was collected.

The framework that emerged as a result of the examination of the results of the focus group studies was determined in 5 factors, which include:

- 1) Motivation
- 2) Skill
- 3) Education Systems and Education Policies
- 4) Environmental Factors
- 5) Awareness

The research has been developed in relation to the Italian context in its connection with the wider European context; using different databases and search engines including Scopus; Pubmed and Scholar. Keywords included: early school leavers; skills mismatch; not in education, employment, or training; NEET; good practices; guideline. Inclusion criteria concerned the Italian context and relevance to the objectives of the work and the project. The articles included were 28.

Introduction

The issue of early school leaving is particularly relevant: the psychosocial implications of school failure or success in the school-to-work transition have been demonstrated in several studies. School engagement plays a significant role, non-just in ensuring and developing productivity and professional skills, but rather in the construction of an adaptive vocational self-understanding (Kenny et al., 2006; Ferrante, 2017). Studies have documented how school self-efficacy and school performance are important also for career development (Pinquart et al., 2003) and school failure represents a risk for identity and competences development (Bonica, 2008).

“**Early school leavers**” are generally defined as “young people who leave education and training with only lower secondary education or less and who are no longer in education” (Eurostat, 2016). In 2015, Italy showed the highest percentages of this condition throughout the EU (15%). The phenomenon of early school leavers is particularly alarming in Italy, despite a reduction in recent years. In 2018, compared to the target group of 18–24 year-olds, 14.5% had no secondary education at all (Eurostat, 2018). The other countries with the highest percentage are Spain, Malta and Romania, which reach 20% (Quintano, Mazzocchi & Rocca, 2018; Eurostat, 2018).





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From the studies in the literature, it emerges that particular attention has been directed at the implications of the economic crisis on the Italian labour market (Borgna & Struffolino, 2019). At the same time, there are numerous studies concerning the difficulties encountered by graduates in entering the labour market and the critical implications of high qualifications (Chiesi & Girotti, 2016; Bertolini & Pacelli, 2017). Less attention seems instead to have been paid to the employment dynamics of less educated workers, in particular for those who do not possess diplomas or qualifications.

Deepening these aspects, i.e. the inclusion of early school leavers, is also relevant, also considering the numerous and continuous social changes of the last decade and the related challenges (O'Reilly et al., 2019; Blossfeld, Hofäcker & Bertolini, 2011). The economic crisis, as well as the health emergency, have brought with them several imbalances at the economic and employment level; increasing not only the number of early school leavers but also more specific categories of unemployed or inactive citizens (Alfieri & Sironi, 2017; Borgna & Struffolino, 2019).

These data make it possible to emphasise that even high professionalisation does not make it possible to remedy the problem, but rather highlights the mismatch between the skills acquired and those required by the labour market (Caroleo et al., 2018), an aspect that is particularly relevant in exacerbating these social problems.

Educational and **skills mismatch** has gained renewed attention in recent years. International data underline, in fact, that educational mismatch has long been endemic to the labour markets of industrialised countries (Cainarca & Sgobbi, 2012).

Governments increasingly recognise citizens' education and lifelong learning as keys to economic growth and catch-up (European Commission (EC), 2010). For what concerns the Italian context, the OAC archive developed by Isfol, the Italian Institute for Vocational Education and Training (Tomassini, 2006) shows how also for Italy the same data can be detected approximately the same regarding the educational mismatch. Despite this, they also highlight some peculiarities: undereducation rates are higher than overeducation rates, and the economic return to investment in education is lower in Italy compared to other industrialised countries (Borgna & Struffolino, 2019).

The reasons of these mismatches are very complex and may include supply and demand factors: for example, the quality of the educational system; mistakes in educational choices; labour market frictions; inefficient recruitment practices; inefficient human resource management practices; or insufficient investments in workers' training (Ferrante et al., 2010; Cainarca & Sgobbi, 2012). Furthermore, also other aspects may contribute to the bias: the reductive concern to the impact of career choices in life-domains, but also family or societal transmitted models and values.

These data make it possible to outline the importance of the relationship between the labour market, professional careers and competences of evaluation and choice, in the interdependence between institutions and citizens. Specifically, the relationship between different elements such as happiness, life satisfaction, job satisfaction, and health status in contributing to health promotion is also highlighted (Cutler & Lleras-Muney, 2010; Castriota, 2006; Cainarca & Sgobbi, 2012).





In order to describe the difficulties met by young people on the labour market, literature has begun to speak of “**Not in Employment, Education or Training (NEET)**” situations and conditions (Martin et al., 2007). In the literature itself it is highlighted how the definitions of the construct are widely varied and how they have changed over time. Despite this, this term usually indicates young people in the 15–29 age class not in employment, in education, or in training. Therefore, the NEET is used also as an indicator of those difficulties, including unemployed citizens but also those who are inactive but not students.

At European level, the latest available data for 2019 show peculiarities in relation to individual age groups: 14.9 % for 20-24 year olds, 17.1 % for 25-29 year olds, and finally 17.3 % for 30-34 year olds. The European average is around 16.5%, while Italy is the country with the highest percentage of NEETs, at around 28.8%. It is followed by Greece (26.8%), Bulgaria (20.9%), Romania (20.6%) and Slovakia (20%) (Eurostat, 2018).

Studies in the literature highlight how young people are currently more vulnerable to financial hardship and poverty (Albertini & Kohli, 2013) because they face strong income discontinuity, employment instability, greater difficulties in accessing the labour market (Ranci, 2010; Taylor-Gooby, 2004) and stable employment (Rosolia & Torrini, 2007; Agrusti et al., 2021). Moreover, there is a significant gender difference in the average European gap separating women (20.9 %) from men (12.2 %) (EU 28), which becomes even more pronounced if referred to the Italian situation where the percentages are 34.2 % for women and 23.8 % for men.

Instead, regarding elements and factors that can contribute to reducing and protecting against these processes, intergenerational caregiving is mentioned to become an antidote to social exclusion, particularly for young adults in NEET status (Odoardi & Liberatore, 2021). Particularly important for young Italians is the informal familiarised care model (Naldini, 2003): it provides young people with both material and emotional support (Tomassini et al., 2003) and is relevant because of the family-oriented culture that assigns young women a time-intensive role in domestic activities (Bianchera & Arber, 2007). Despite the strong attachment of young Italians to the family, persistent unemployment can also generate tensions and conflicts among family members: economic deprivation and lack of employment prospects (Patton & Donohue, 2001).

Among the most relevant implications in relation to this issue and condition is that a prolonged period of unemployment and inactivity may incline young people to give up looking for a job. Thus, this may contribute to the reduction of skills and employability (Bruno et al., 2014) and to the increase of the disadvantages that can contribute to long-term unemployment and can have implications on mental health (Strandh et al., 2014; OECD, 2014).

Praxis and good practices in Italy

Based on what can be found in the literature and conveyed at the level of institutional agencies regarding the topics covered by the research and intervention, the following is a description of the main practices used in Italy.

First of all, it is necessary to describe one of the most involved and discussed areas within the territory, i.e. the Vocational Education System, which is particularly relevant with regard to implications and intervention for early school leavers. The Italian VET system provides two pathways: 1) vocational education as part of the national





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education system, which is organized in three or two years of school-based vocational programs in order to acquire a national qualification (three years) and diploma (five years); 2) vocational training coordinated by the Regions, which provides different courses of school and work-based vocational programs in order to acquire a regional qualification.

Not much research has been focused on the vocational training contexts, but some elements of effectiveness have been identified: the pedagogical approach based on learning by doing and work-based learning, which have been applied and have encouraged achievement and motivation to learn (Bonica & Sappa, 2006); and the focus on emotional processes and relationships between teachers and students (Bonica & Sappa, 2010). Nevertheless, some criticisms are still present. National surveys have shown an increase in unemployment among young people with only a vocational qualification (Isfol, 2009), and the absence of a linear relationship between vocational training and the high school system (Cainarca & Sgobbi, 2012).

In recent decades, numerous projects and priority actions have been implemented to reduce unemployment and the related mentioned conditions: interventions have been developed on the basis of different approaches, educational interventions (accompanied by guidance and support) and vocational interventions (accompanied by counselling, mentoring and in-service training monitoring) (Agrusti et al., 2021).

Although the differences between countries, the European Union views the NEETs as one of the major concerns. In 2013, the European Council issued a “Youth Guarantee” to address the content by giving funds in order to support young people to enter into the labour market. Though the devised schemes and implementation systems were allowed to differ from one country to another, they were all required to provide youth with support and services in the following areas: a) continued education or vocational training; b) apprenticeships or traineeships; c) a good quality offer of employment; and d) financial support for self-employment (Mozzana, 2019). In line with these objectives and dimensions, the Youth Guarantee Implementation Plan intended to realise targeted actions for NEETs in particular, extending the age range up to 29 years old, with the aim of experimenting a more effective system of taking charge through the analysis of individual and business needs; accompaniment in

the matching of labour supply and demand; activation based on mutual obligation between beneficiary and services (Lodigiani & Santagati, 2016). The conceptual approach used is part of the European activation paradigm, which is in continuity with the Lisbon and "Europe 2020" strategy. The plan includes different phases and services: an information phase open to all the interested people to participate; a phase of redirection of the young person towards education programmes or profiling; and an initial orientation service. Furthermore, there may be a second-level orientation phase, or the person may be immediately directed towards one of the available training or employment options (such as vocational training, traineeships, apprenticeships, job offers, forms of support for self-entrepreneurship, regional civil service). One of the major innovations introduced with the Italian youth guarantee is the adoption of a national statistical profiling system. Profiling systems are usually based on quantitative data used to classify people into a limited number of categories in order to develop more tailored projects and provide additional support for those who need it most (OECD, 2014).





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Labour market institutions differ widely across countries and are changing over time. The European Union has promoted youth policy cooperation based on the principles of active participation and equal access to opportunities (European Council, 2002). Regulation of this kind will continue in the coming years as part of the EU Youth

Strategy 2019–2027 (European Commission, 2012; European Council, 2018; Mascherini, 2018). Member states are required to transpose these directives and implement them as part of national policies, including Italy (Mozzana, 2019).

In this framework, and in view of the potential social marginality linked to NEET and related situations, several projects have been built, some of which have used particular tools such as MOOCs (Massive Open Online Courses), e.g. the RESERVES project (Agrusti et al., 2021). A MOOC is an online course with free and open enrolment and designed for many people. The objectives are those of engagement in self-organised participation by developing learning, prior knowledge and skills, and shared interests (McAuley, Stewart, Siemens, & Cormier, 2010; Jansen & Schuwer, 2015). This project is positioned as an intervention to promote the acquisition of specific skills and knowledge, in particular to people who can be defined as NEET, that will enable them to improve their employability and social inclusion. Among the elements to be developed is the acquisition of knowledge and skills by experts to facilitate learning and foster the exchange of know-how (including among peers), development of critical thinking and problem solving.

The EU has adopted different initiatives to boost and exploit the potential of all young people and has called for a concerted action from all the countries to tackle the youth challenge (Eurofound, 2012). Among them, the HEALTH25 ‘Health 2 you in 5 countries’ project (official website <http://www.health25.eu>). It aims to recognise the distinctiveness of NEETs, their specific features, and their social, cultural, and economic backgrounds (Nardi et al., 2015). One of the aspects that characterises this condition concerns the lack of involvement in institutional or social networks (Furlong, 2008) and is considered as a synonymous of discomfort (Benjet et al., 2012), whereas participation in activities, together with their actual benefits, may induce a higher self-esteem and a sense of self-efficacy (Hintsanen, 2013). This is the basis and development of the project named. Among the good practices and general guidelines, mention is made of the construction of strategies that focus on the barriers which stand in the way of successful and effective participation (such as housing, substance use, and low self-esteem). Participation in community projects can help build a sense of self-worth and stimulate young people to try new activities. This project has been conceived as a basis to developing educational/psychological and motivational interventions for NEET health promotion. A further object is to provide young people with opportunities to meet and exchange ideas, sharing with peers some aspects of their condition. Offering recreational and physical activities to encourage healthy and active lifestyles through sports has the potential to improve self-perception and inspire adolescents to use their time and energy in a more effective way (Kort-Butler & Hagedorn, 2011; Nardi et al., 2015).

In the analysis of actions to be completed with the aim of diminishing the share of NEETs, it becomes necessary to distinguish between unemployed and inactive. When NEETs are able to search for a job, the focus must be focused to the labour market and the educational process; contrarywise, for the second ones, other social factors assume a more crucial role. Past Italian labour market reforms carried out to reduce high unemployment rates, and they have been oriented to reduce fixed-term contracts and to favour flexibility. Consequently, they have only





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reduced the actual levels of workers protections, in particular against dismissals, but minus creating concrete new job and work opportunities for young people (Directorate General for Internal Policies, 2014). The recent reforms promoted by the EU, such as the Youth Guarantee schemes, involving apprenticeships and traineeships programmes or support arrangements for young business starters, have not yet reached adequate results (European Commission, 2017). Indeed, starting from 2014 these programmes have been transformed into concrete job opportunities in only a few cases and they were not the norm. Actions performed to reduce the segment of NEETs should be devoted to supporting youths to remain in the educational system, in connection to the constructive effect of a high levels of education on employment (Maguire & Rennison, 2005). Also, the promotion of measures that productively engage people must be encouraged. The reference is, for example, to vocational education and training programmes and opportunities for non-formal education and training, carried out to diminish the gap between school programmes and what the labour market requires. Therefore, it is fundamental to reform the education system and the school-to-work transition processes. Furthermore, adequate income support schemes and fiscal incentives could help orient young people in their choices (Caroleo & Pastore, 2007). With reference to inactive youth, in addition to decreasing irregular work, actions should be carried out to valorise women's economic role, diminishing the male breadwinner model and increasing the welfare services for child and elderly care, whose absence constitutes an obstacle to women's propensity to work. Furthermore, actions have to valorise the role of immigrants in the economy and society. They could increase the competitiveness in the global economy in a framework of constantly changing demands of economies (Quintano, Mazzocchi & Rocca, 2018).

Policy measures and strategies inspired by Youth Guarantee consent to underline the importance of different factors in the reduction of the issues object of this research, but they also tend to target vulnerable young people as if they were an homogeneous group (Shore and Tosun 2019). For these reasons it has been underline the necessity to consider the risk factors and the features of those categories but also the specificities of the country and the particular groups and exigencies (Furlong 2013; Mascherini 2019).

Further intervention strategies and trajectories emerging from the literature

In this last paragraph, coherently with the above-mentioned good practices but also in response to some critical issues highlighted, further strategies and trajectories of intervention emerging from the literature are reported. These strategies and trajectories have been collected and are described here in connection with the 5 factors mentioned in the introduction and emerging as relevant aspects to contrast situations related to the early school leaving, the skills mismatch and the condition of nor in education, employment, or training (NEETs).

Motivation

Several studies in the literature highlight how motivation is a particularly important aspect to discuss and intervene on, which, together with the presence and support of support figures, is necessary to intervene in situations of educational, training and social fragility (Agrusti et al., 2021).

In particular, motivation, generally considered central in people's life paths (Boscolo, 2012), is considered as an aspect to be constantly cared for and nurtured, especially for those who are in difficult situations, who come from





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school drop-outs or failed paths. In this sense, it would not only be a matter of interventions aimed at promoting intrinsic motivations of the individual but also at developing the presence of tutors and the search for spaces and moments of encounter to effectively support interventions and training courses, in the sharing of responsibilities (Masoni, 1999).

In view of the above-mentioned projects, the difficulty in the continuation and successful conclusion of online courses is recognised by numerous studies, especially with regard to the use of MOOCs (Banzato, 2012; Onah, Sinclair, & Boyatt, 2014). For these reasons, developing spaces for discussion in presence and creating moments of sharing and contact between participants and with the tutors themselves can be a useful strategy, when the problems that affect the NEET universe does largely with emotional-relational aspects.

The other fundamental aspect to focus on involves the dimension of training needs, a central element in a constantly changing society where the training required is increasingly specific, complex, and plural. The dimension of training needs acquires a central role where learning pathways can represent an effective possibility of emancipation from conditions of disadvantage and difficulty. An aspect of usefulness may consist, therefore, not so much or not only in trying to fill educational gaps but in building pathways that are targeted and adapted to the specificities of groups and individuals (Sen, 2000; Nussbaum, 2012; Agrusti et al., 2021; Crocetti, Erentaitė, and Zukauskienė 2014; Nardi et al., 2015).

Skills

Considering the above, the element of skills development and upgrading is considered particularly relevant. Moreover, technological forecasts on demand for skills (Ferrante, 2017) together with the continuous change of society and technology suggest and consent to anticipate that skills increasingly resemble competences that are constantly being developed rather than skills that are possessed (Masoni, 1999). Within scenarios such as these, education programmes should aim to provide a mix of general and specific skills and knowledge appropriate for adapting to rapidly-changing technological, socioeconomic, and cultural environments. This goal should also be pursued by investing more capital and efforts in life-long learning programmes (Ferrante, 2017). This allows us to emphasise the importance of continuous activity in promoting self-efficacy (Morton & Montgomery, 2011; Nardi et al., 2015).

Other interventions might need to ease the emphasis on tangible results, such as job finding, by balancing that with the development of personal and social skills (Alfieri et al. 2020). These pathways transfer collaboration among various actors and agencies that can offer informal paths to stimulate and reinforce these life skills (Simões et al., 2020).

The literature also emphasises the capability approach (Lodigiani, 2010), i.e. the attention and practice that makes it possible to achieve the objectives outlined, and the policies that promote it require adopting a dynamic perspective, capable of following individual trajectories, overcoming the rigidity of some possible classifications, in order to offer the support necessary to ensure the capabilities useful for its achievement/maintenance over time, compatible with concrete living conditions and needs (Leonardi, 2009).





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For what concern the national education system, it has been underlined (Basciera, Santini & Socci, 2018) how it risks being unable to recognise the youth experience gap. Despite the variety of programs of study present in Italy, a problem remains: the lack of work experience and of interpersonal skills useful in the working environment, such as attitude and willingness to work, a desire for responsibility, teamwork and problem-solving. Thus, these areas could be promoted. (Pastore, 2012)

Education Systems and Education Policies

The contents of these research and project consent to highlight the impact of them on social inclusion. Effectiveness in vocational training may help to find employment, but at the same time job placement may takes the form of a negative dimension. Moreover, the dilemma concerning the relationship between school systems and work as a challenge for the Italian system. remains Nevertheless, existing literature demonstrates that continued engagement with education constitutes a protective factor in facing the world of work (Leney and Green, 2005; Nurmi et al., 2002). One of the additional aspects highlighted in the literature, therefore, concerns promoting social inclusion of young people school dropouts that means focussing their need to gain motivation and self-confidence in learning, which implies a process of reconciliation with learning that should be supported by the school and VET system as well as by the context of work (Smith, 2010; Leney & Green, 2005; City and Guilds, 2009; Sappa & Bonica, 2011). So, it is underlined the importance to promote closer interactions between school and work to synergistically inspire these people to join learning and also more flexible school and work paths together with the reinforcement of the apprenticeship system (De Polo and Sarchielli, 1983).

Educational system and educational policies, especially for the Italian context, can involve more young people in education, in training or apprenticeship programs, creating the conditions for social inclusion, especially for the more disadvantaged ones. This could also help the increase of economic growth (De Luca et al., 2019).

In addition to the aspects that are more closely related to the labour market and that are also emphasised as important, such as the concrete availability of job opportunities, these strategies make it possible to introduce and highlight the relevance of agency as an ever-present process that should also be developed in terms of public policy (Simões et al., 2020).

Environmental Factors

Among the aspects belonging to environmental factors, the importance of referring to and constructing adequate and relevant interventions is underlined, first, to the peculiarities of the contexts where these processes take shape: in Italy, for example, territorial differences between Northern and Southern Italy or between specific regions in shaping school drop-out rather than NEET situations are mentioned; as well as gender-related aspects.

Moreover, relational aspects appear particularly important, such as the value of the family and the risk of social isolation (especially in Southern Italy). In the Center-North, the more efficient labour market provides major employment opportunities, but with contracts that are often inadequate for a lifestyle that allows a full social integration. However, the cultural background of parents and family may have positive effects and can be developed (Odoardi & Liberatore, 2021).





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For these reasons, specific interventions and strategies can be organised to balance young Italians' informal support with formal interventions and programs tailored to match the needs of those more exposed to structural risks. Such interventions might focus on expanding and improving NEETs' social networks (Simões et al., 2020).

Awareness

Among the various critical elements mentioned in the literature with respect to the Italian context are the skill mismatch and the gap between actual and expected rewards of their investment in education in terms of income, career, and job satisfaction. This evidence consents to underline a life-cycle perspective as a more appropriate way to assess the contribution of education to people's well-being since it permits appreciation of all the trade-offs between the short- and long-term rewards of education, in the face of its gap. A better match between expectations and outcomes can be achieved by improving the quality of the decision-making process in education through the provision of information on job opportunities (Ferrante, 2017).

In connection with the promotion of awareness, the usefulness of facilitating learning and the development of critical thinking and problem solving is emphasised; encouraging exchanges of know-how, making knowledge accessible and, therefore, strengthening the processes of democratisation of knowledge, as well as those of citizenship, focusing on the active participation of subjects, no longer just users of interventions, but builders (Agrusti et al., 2021). This is closely linked to the flexibility of work, which increasingly implies professional adaptability (Chianese, 2019), in terms of creativity and responsibility.

As already mentioned, the distance between the classroom and the workplace needs to be reduced (Baschiera, Santini & Socci, 2018). If schools are not able to respond to changes in the labour market by extending and adapting the contents and the modalities of teaching limiting the distance between the classroom and the workplace, there is also a potential need to develop pathways that can be put in place for young people entering the labour market after attending formal education trainings (i.e. high school and University). Among the aspects to promote, it is possible to mention the awareness of their value, risk-taking and grit (Baschiera, Santini & Socci, 2018).

The individual, social and community processes and issues related to early school leaving, the skills mismatch and the condition of nor in education, employment, or training (NEETs) imply a complex approach, which is not limited to categorisation and development of individual capacities or to economic funding or assistance, but to the continuous exchange between these and the development of other aspects that take into account the criticality of historical, social and institutional changes; as well as the promotion of competences in a process-oriented, proactive and proactive perspective.

SPAIN

In this project, it is targeted that a total of 60 unemployed young people from the Polígono Guadalquivir, Las Moreras and Las Palmeras neighbourhoods of Cordoba will be able to participate in an accompaniment and insertion program that will combine training and guidance to boost the most in-demand activities in these areas of the Cordoban capital, such as local commerce and generational change.





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This second project includes the renewal of the Catalogue of Vocational Training qualifications, involving new training courses and updating of all previous qualifications. This strategy includes training of teachers. Other actions include vocational training innovation projects between vocational training centres in different autonomous communities, companies and other institutions, as well as calls for teacher placements in companies and leading vocational training centres to facilitate the transfer of knowledge. The document includes the modification of the regulations governing VET education in the education system through the General Vocational Training Act and a Royal Decree regulating the basic characteristics of the Dual Vocational Training system. The text also highlights the need for the internationalisation of VET through initiatives such as alliances between national centres and those in neighbouring countries that consolidate the global vision of this training stage, as well as double degrees that allow students to obtain valid certification in both countries.

In this project, The Vocational Training Modernisation Plan aims to take actions in 11 strategic areas, to create an ecosystem for economic recovery based on human capital and talent. This plan is the first to be designed on the basis of a single vocational training system that integrates the vocational training of the education system and vocational training for employment. And this single system is precisely one of the principles underpinning the plan. Another of the pillars is permanent public-private collaboration. These 1.5 billion could be increased with funds from the European Union's recovery plan, which will allow for new training activities in the field of the internationalisation of vocational training. For example, there will be bilingual degrees in English, French and German, as well as an international vocational training option, with stays in foreign centres and a degree that will be valid in different countries.

The aim of the Youth Guarantee Plus Plan is to improve the qualifications of young people so that they acquire the professional and technical skills necessary to access the labour market. The Youth Guarantee Plan is part of an overall investment, the Strategic Plan for Youth Advances, which brings together all the actions for youth employment and which will allocate 4,950 million euros for these purposes, the largest amount allocated so far by a government for youth employment actions. It was drawn up with the contributions made by the Autonomous Communities at the LXXIX Sectorial Conference on Employment and Labour Affairs held on 28 April, with the knowledge of the Social Dialogue and with the collaboration of the Youth Institute and the Youth Council. It is also a fundamental tool for achieving SDGs 5 and 8 of the Sustainable Development Goals of the 2030 Agenda. To achieve the objectives of improving the employability and entrepreneurship of young people, the plan is based on personalised guidance and monitoring of users in all support actions; training aimed at acquiring skills and improving professional experience, taking into account the needs of transformation of the production model; improving employment opportunities through incentives aimed especially at people who need special consideration; equal opportunities; entrepreneurship and promotion of entrepreneurship and improved management.

SLOVENIA

Vocational training can be described as training that emphasizes knowledge and skills needed for a specific trade, craft or job function. Earlier, this training was confined to certain trades like welding, automotive services, and carpentry but the horizon of vocational training has expanded with the evolution of time. Today, a wide





range of job functions like retail training, tourism management, paralegal training, property management, food and beverage management, computer network management and floral designing are also being included under this category.

The connecting link between theory and practical application

Vocational training is also known as vocational education and training (VET) basically focuses on practical applications of the skills learned or acquired and it provides the much needed hands-on instruction in a specific trade.

Students can abstain from attending general education courses associated with most post-secondary programs and that is why it can be said that VET is basically unconcerned with theory or traditional academic skills. Fostering student motivation is a difficult but necessary aspect of teaching that instructors must consider. Many may have led classes where students are engaged, motivated, and excited to learn, but have also led classes where students are distracted, disinterested, and reluctant to engage—and, probably, have led classes that are a mix. What factors influence students' motivation? How can instructors promote students' engagement and motivation to learn? While there are nuances that change from student to student, there are also models of motivation that serve as tools for thinking through and enhancing motivation in our classrooms.

Researches, good practices:

- **Methods of Increasing Learning Motivation among Students,** Salasiah HaninHamjahZainabIsmailRosmawati MohamadRasitErmy AzziatyRozali:"Overall, motivation in learning has to be the greatest concern for every student."

“ Motivation should be able to motivate students to strive hard to pursue for their academic excellence. Without high motivation in learning, students face various learning challenges such as lack of interest to succeed, easily feel discouraged without wanting to take challenges, and learn only for the sake of obtaining a university's degree without striving for academic excellence. Through this study, factors that influenced students' motivation were determined. Among them are students' personality, lecturers' career awareness, choice of peers, students', family's encouragement, students' finances and learning facilities at the university. Indeed this study found several methods that could be done to increase the undergraduate students' learning motivation at the Faculty of Islamic

Studies which are the enhancement of the aforementioned factors.00

- **Strategies for Increasing Students' Self-motivation,** Sylvester J. O. Odangal

The present study makes the following conclusions: That there are strategies, which teachers, parents and educational managers and other stakeholders may use to increase students' self-motivation to learn. That these strategies include teaching and training students' in self-discipline, goal orientation, extrinsic motivation, time management and autonomy-supportive environment. The present study recommends that students should be taught and trained using the strategies that increase self-motivation so that they are self driven to achieve academic success and lifelong learning.





- **Student-perceived parental involvement as a predictor for academic motivation in vocational education and training**, Lisa M. Boonk, Hieronymus J. M. Gijsselaers, Henk Ritzen, Saskia Brand-Gruwel
<https://www.tandfonline.com/doi/abs/10.1080/13636820.2020.1745260?msclid=a23ba69cac1e11eca50c29176083ad85&journalCode=rjve20>

The purpose of this study was to investigate to what extent student-perceived parental involvement predicted academic motivation in vocational education and training (VET) students. The sample comprised 2108 young adults participating in a VET institute. Thirty-three items were developed to measure student-perceived parental involvement in VET, as no appropriate questionnaire was available for this educational setting. This questionnaire was analysed with factor analyses which resulted in a new, short, and valid questionnaire with 10 items to measure parental involvement on five indicators.

- **Green Skills in Vocational Teacher Education – a model of pedagogical competence for a world of sustainable development**, Phong Chi Diep & Martin Hartmann
https://www.researchgate.net/publication/293636056_Green_Skills_in_Vocational_Teacher_Education_a_model_of_pedagogical_competence_for_a_world_of_sustainable_development

This model represents a system of essential competencies within their cross – influences, based on necessary knowledge, which vocational teachers should acquire or continue to develop throughout their whole careers not only to meet the requirements of profession in fast – change world, but also to contribute to building ecologically sound economies. The model presented in graphical form helping users to capture quickly its key features was established to support the professional development of vocational teaching staff based on clearly defined competencies in accordance with tendency of sustainable development.

- **VOCATIONAL EDUCATION AND TRAINING (VET) PRACTICES: ISSUES AND CHALLENGES IN VOCATIONAL SECONDARY SCHOOL**, Nor Hidayah Roslee
https://www.academia.edu/2391198/VOCATIONAL_EDUCATION_AND_TRAINING_VET_PRACTICES_ISSUES_AND_CHALLENGES_IN_VOCATIONAL_SECONDARY_SCHOOL?msclid=17c98572a92211ec83aad7f6048767e5

Improvements in knowledge and learning are harder to demonstrate than social and personal benefits. A range of studies show that benefits to students lie less in the acquisition of specific vocational skills and more in confidence, maturity and independence, improved motivation and reduced absenteeism (Malley et al. 2001a). The largest issue for students, however, is marginalisation of VET programs and the status of VET courses. School VET programs attempt to make use of real work experience to enable transfer of specific learning to generalised contexts and competencies, and to place them in a broader educational framework. Structured workplace learning is the primary mechanism for achieving this, so it is unfortunate that students' average participation has decreased in recent years, despite greater numbers receiving some exposure. Work placement was found to be a critical success factor in achieving positive employment outcomes for school VET students in rural areas (Johns et al. 2004)

- **Education Systems and Education Policies**
<https://www.gov.si/en/news/2019-10-18-european-social-fund-helps-build-vocational-skills-in-slovenia/?msclid=65c69240ab5711ec854f657e516c2bff>





The Institute of the Republic of Slovenia for Vocational Education and Training implements the project "Promotion of vocational and technical education 2016–2020". The project, worth EUR 1.8 million received ESF contribution totalling EUR 1.4 million. The aim of the project is to improve the visibility and recognition of vocational and technical education by promoting occupations and schools, organising competitions, advertising, and through other promotional activities. The focus is on improving cooperation between young professionals, schools and enterprises with the purpose to promote vocational and technical education, as well as social partnerships. The project supports career development of most talented young people who follow vocational or technical education programmes. Organisation of contests, such as SloSkills and EuroSkills, helps improve excellence of secondary vocational and technical education and training and makes occupations or trades, for which national (SloSkills) or international (EuroSkills) vocational skills contests are organised, more popular. Slovenian students have already won silver medal in category stonemasonry, and took home excellence medals in categories ICT and joinery.

- **Slovenia - new guidelines for VET programme development**

<https://www.cedefop.europa.eu/en/news/slovenia-new-guidelines-vet-programme-development>

In response, the education minister appointed a working group that prepared the proposal and led a debate among professionals. New guidelines for the upper secondary level maintain social partnership, shared responsibility of the state, employers and employees for VET; they also renew emphasis on the role of the open curriculum at all levels of VET. At national level, about 80% of the content/objectives will be defined for upper secondary VET, plus 105 to 110 of credit points out of 120 at higher level VET. The remaining part of curriculum will be determined by schools together with companies/social partners at regional or local levels and in accordance with national occupational standards.

The revised guidelines introduce the following changes at VET upper secondary level:

three-year programmes may be delivered either in the school or in the form of apprenticeship; the latter is to be favoured for certain sectors like rare occupations and professions in limited demand. In the apprenticeship form, the ratio of work-based learning (WBL) in companies must exceed 50%. In the school form, WBL lasts 24 weeks, but the school can extend it to a maximum of 49% of the programme. Competence-based education programmes emphasise interdisciplinary professional modules and the development of key and professional competences;

Catalogues of knowledge will be prepared for WBL to help preparation of the plan which is part of the learning agreement in companies;

WBL in four-year programmes is extended from four to eight weeks;

training programmes will permit expanding professional knowledge to areas where there are no formal VET programmes.

- **Delivering VET and qualifications**

<https://www.cedefop.europa.eu/en/themes/delivering-vet-qualifications>





The delivery of VET is influenced by the use of learning outcomes – statements defining the content and profile of what a learner is expected to know, be able to do, and understand. Learning outcomes act as a common language regarding the content and profile of VET programmes and qualifications enabling dialogue among stakeholders in the labour market and education and training as well as society at large. Based on an analysis of the strengths and limitations of this approach, Cedefop develops guidance and support tools for curriculum development, learning methods, and the design and application of assessment and validation.

- **VET and qualifications across borders**

<https://www.cedefop.europa.eu/en/themes/vet-qualifications-across-borders>

Vocational education and training (VET), traditionally operating in a national context, is increasingly developing in response to European and global requirements. Priority has been given to the development and implementation of qualifications frameworks at national, European and international levels, leading to stronger cooperation among countries and regions. Qualifications can also be awarded by international bodies and organisations, reflecting the internationalization of technologies and labour markets. Cedefop and the ETF collaborate with UNESCO and the UNESCO Institute for Lifelong Learning to monitor global national qualifications framework (NQF) and RQF developments.

- **Is There Anything Specific about Early School Leaving in Southeast Europe? A Review of Research and Policy on JSTOR**

The prime aims of the European Journal of Education are: To examine, compare and assess education policies, trends, reforms and programmes of European countries in an international perspective To disseminate policy debates and research results to a wide audience of academics, researchers, practitioners and students of education sciences.

- **FACTORS-CONTRIBUTING-TO-SCHOOL-DROPOUT-AMONG-THE-GIRLS.pdf**
idpublications.org

Though a lot of research have been concerned with school dropout issue for both girls and boys, dropout pattern significantly differs by the gender of the students. This paper clarifies the factors that contribute to the increasing dropout rate of children, particularly among girls by making a detailed review of available literature. Most past reviews on the school dropout issue have been carried out regardless of the gender of the students. A few of the studies in this context have been done on girls' dropout outcome based on particular regions and cultures of the world. In this paper, we identify the factors and illustrate a conceptual model for girls' dropout from school. We demonstrate that though some factors can cause an increase in the dropout rate regardless of the gender of students, these factors mainly contribute to an increase in the dropout rate particularly for female students. In our conceptual model we try to illustrate how a range of particular factors can affect students' educational outcome which consequently produce dropout among girls in schools in general. And finally, we provide a few recommendations which policy planners may adopt in reducing girls' dropout from schools.





This study reveals that though several inter-related social, economic, school and cultural factors affect school dropout outcome regardless of the gender of the students, among some particular factors increase the dropout rate particularly for girls. These particular factors produce lower educational outcomes for girls in general. The financial factors constrain parents more especially those who have lower socioeconomic status compared to those who have higher status. Parents with lower socio-economic status face difficulties to bear the expenses of their daughters' education. In addition, parents sometimes use the gender of their children to decide who gets more education so that children can give benefit in the future; in these circumstances male children eventually get more priority compared to female children. Besides these, girls also experience disadvantage for the unequal labour force participation in the world. Female usually experience less opportunities especially in productivity in the labour market and earn less compared to males which discourage parents from continuing the education of their daughters. Some school level factors insufficiently affect the increase in dropout rate of girls. However, most of these factors are allied with school resources and an unequal distribution of school resources markedly linked to the geographical location of schools. Schools in urban regions facilitate more for girls compared to schools in rural regions. For instance, sanitation facilities, equipment of extracurricular activities, quality female teachers and other resources and environmental factors which are less available in rural schools. In these respect a growing body of literature has found that girls' dropout rate is significantly higher in rural schools compared to urban schools. Inequalities in school resources exist much especially in developing countries compared to developed countries and this is because dropout rates of girls are higher in the developing parts of the world. Cultural reasons also play an important role in high incidence of early dropout of girls. Sometime it depends on parents on how to perceive girls' education. On the one hand, there are human perceptions formed by several factors such as education, socioeconomic status, religion and environment of the community where they live in. These perspectives constrain girls' education especially in developing regions of the world. Some traditional cultural practices and beliefs of a particular religion or community massively affect as barriers to girls' education, especially in the male-dominated societies.

- [\(PDF\) DROPPING OUT OF SCHOOL - a systematic and integrative research review on risk factors and interventions \(researchgate.net\)](#)
- [FACTORS RESPONSIBLE FOR THE RATE OF DROPPING OUT OF SECONDARY SCHOOL \(A CASE STUDY OF ORHIONMWON LOCAL GOVERNMENT AREA EDO STATE\) | Project Topics & Materials | Gross Archive](#)

The purpose of this study is to attempt to find the role of dropping out from senior secondary school. This question has raised other questions for varying reasons. And scholars in education and psychology have attempted to proffer a solution in this regard, which would lead students not to drop out from school. To help this questions some statements were drawn up such as:

- Students' dropout from school because of financial difficulties.
- Children from poor homes are prone to dropout from school.
- Unexpected pregnancy makes students dropout from school.
- The methodology of this study shows statistical comprehension of the research based on the data collected. Data collected were analyzed with the instrument of a percentage.





Bad practices:

- Roma in Slovenia Threatened with Segregation at School - European Roma Rights Centre (errc.org) Mr Tasic also informed the ERRC that at the beginning of February 2005, there had been a conflict between a Romani parent and a teacher from the Bršljin school, involving physical abuse against the teacher by the Romani parent. The parent had allegedly reacted to the reported physical abuse of his son, Robi Brajdič, a 12-year-old Romani student, by the same teacher. After this incident, parents of non-Romani students at the school reportedly pressured the school authorities to expel the Romani children from the school.

In their response to a letter of concern sent by the ERRC, Dr. Milan Zver, Minister of Education and Sport, expressed that the "there has been no segregation and discrimination on the basis of ethnic origin" but that a new curriculum had been developed for those having trouble adapting to the standard curriculum. Dr. Zver asserted that "the educational groups are mixed, consisting of Slovene and Roma children..." As of June 13, 2005 classes in Bršljin remain mixed and there are reportedly no plans for segregation.

- The Roma are a traditional national minority in Slovenia - Metina lista %

Roma integration meets with differing reactions. Sometimes people say that creating Roma settlements basically means creating ghettos. The danger is real. The good intentions of local authorities to legalise and improve the existing Roma settlement can be seen in many local communities. But the municipal spatial plans do not allow for expansion. Moreover, certain initiatives advocate greenbelts around the settlements. If this principle is implemented in the process of regulating Roma planning issues, in a decade or so we will be facing the problem of overpopulation in the Roma settlements, the problem of Roma slums. Not many municipal administrations have visionary perspectives – how it is possible to transform the philosophy of disability often associated with the Roma question into a philosophy of progress for the entire municipal community.

NETHERLANDS

Cecilia S. Lyche. "Taking on the Completion Challenge: A Literature Review on Policies to Prevent Dropout and Early School Leaving". OECD Education Working Papers No. 53. 2010.

Dropout from upper secondary is widely used to refer to the phenomenon of youth not completing upper secondary education and training. 'Dropout' and 'early school leaving' are used interchangeably in reference to noncompletion of upper secondary education and training.

Causes for early school leaving are highly complex and very much interrelated. There has been extensive research on the factors that lead to dropout. These are classified into three categories: individual or social factors, school factors, and systemic factors.

From an individual or social point of view, educational performance, such as low grades, and certain types of student behaviours, such as absenteeism, lack of motivation, or delinquent behaviour are solid predictors of dropout. These factors are also very connected to the student's background, be it past experiences in education





(e.g. whether participation in pre-primary education), or family background (e.g. living with one or two parents, family SES, and parental engagement). School structure and size as well as certain school practices (e.g. a highly bureaucratic and impersonal environment) influence the process of disengagement. In combination with a set of systemic factors, such as the use of year repetition or the lack of apprenticeship places in vocational education and training, all the above mentioned factors have an impact on the dropout rate as well as an impact on each other. Preventive measures therefore must address not only the direct visible cause of dropout but the underlying causes that influence the cumulative process of student disengagement that ultimately leads to the decision to leave education or training.

Solutions include:

- Providing recuperative courses before school start upon entry into upper secondary level
- Mentoring and tutoring the remaining few that haven't been picked up by earlier intervention
- Teaching substance abuse curricula and providing sports activities
- Providing high quality VET-tracks as a real alternative to non-engaging academic tracks
- Risk behaviour must be identified and should be followed by intervention for instance through the connection to an adult within or outside school.
- Transitions between school levels should be supported
- Reliable data should be collected, first on the extent of the challenge itself, second on the riskfactors highly correlated with non-completion. This data should be transferred between school levels to guarantee early preventive measures and selective interventions.

Domiziana Turcatti, Martha Montero-Sieburth and Rabiya Chaudhry. “An in-depth review of the literature on ‘best practices’for the prevention of early school leaving in schools with intercultural contexts”. 2020.

Eurostat defines ESL as leaving the formal school system before obtaining an upper secondary education degree for youth between the ages of 18-24. Embedded in this definition is the notion of educational failure which refers to leaving schooling without having acquired the compulsory education diploma ESL is a major concern within the European Union. In 2009, more than one million students were already early school leavers. ESL is closely tied to educational and economic productivity. As such students will need to meet the demands required by countries tied into the production of knowledge and economic outcomes as part of many European countries' neoliberal stances. To organize the literature for use by practitioners, three levels of analysis are presented which relate to the Institutional, Instructional, and Interpersonal practices schools deploy to effectively reduce ESL. In the European, American, and Australian context, ESL is often referred to as “leaving school”—early departure, non-completion, dropping out or giving up. The European, American and Australian literature shows that the students most likely to leave school early are migrants and refugees, second generation youth, ethnic and racial minorities, students from lower socio-economic backgrounds, and students with learning and physical disabilities.





The official definition of ESL in Europe refers to the percentage of youth between 18 and 24 that have not attained secondary or lower diplomas, including students in vocational education.

Gubbles et al. (2019) and González-Rodríguez's et al. (2019) research considers the academic and non-academic factors leading to ESL, providing a comprehensive model of the exogenous and endogenous factors that lead to ESL.

- Individual factors related to the students' socio-economic, health-related, and psychological conditions in specific life situations and the negative attitudes they may have towards school
- Family-related factors include not only the socio-economic and cultural background of the parents and the broader family, but the health and psychological situations of the parents. Being poor and not having adequate economic resources might prevent students from continuing their education. In addition, families that do not value education or that perceive education as being in opposition to their cultures or as a threat to their family's cultural reproduction may lead to ESL.
- Friendships-related factors. González-Rodríguez et al. (2019) also include data on the kind of friendships students have that may lead to ESL. In situations where friends have high levels of absenteeism, and have dropped out themselves, they exert negative influences on students. On the contrary, Cardinali et al. (2016) identify the significance of cross-group friendships and ethnic identity in improving the academic attitudes of ethnic minority youth who may be at risk of ESL.
- Regarding the in-school factors that may lead to ESL, González-Rodríguez et al. (2019) identified four major clusters: students, classmates, teachers and schools. These factors are represented in Table 3.
- Student-related factors include students' academic performance, absenteeism, and the use of the native language of the students.
- Classmate-related factors include not having friends within the school, being rejected by their peers, and bullying.
- Teacher-related factors have to do with level of qualification and training, pedagogical approach to research, teacher expectations, and resources available to teachers.
- School-related factors include the area or location of the school, school environment, school policies, and the economic, human, cultural and social resources of the school.

Fehérvári A and Varga A (2023) "Mentoring as prevention of early school leaving: a qualitative systematic literature review". Front. Educ. 8:1156725. doi: 10.3389/educ.2023.1156725

One of the biggest challenges facing education systems is preventing early school leaving. Not completing secondary education has serious long-term negative consequences for both individuals and society. There is currently a wide body of empirical literature that reviews the causes of and risk factors for school dropout and the prevention of student attrition. With new reviews emerging over time, our analysis updates previous systematic analyses, and we therefore review empirical studies from seven databases between 2013 and 2021 that use mentoring to prevent early school leaving. We focus on mentoring because personal support is a crucial type of





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prevention program. We identified 25 studies from this period through a systematic search. The aim of our research was to identify the target groups, the mentoring roles, and the goals and outcomes of the mentoring programs in the interventions undertaken in the studies we identified. The studies present both school-based and community-based mentoring practices primarily in North American and European countries. The results show that the focus of the studies was mainly on secondary school target groups as there were few studies addressing younger age groups. Most of the studies focused on a 1-year period or shorter durations, and several studies found that mentoring had positive effects on students. However, not all the factors identified as development objectives have changed. It should also be stressed that the success of mentoring depends on the quality of the mentors and the quality of their relationship with the mentees, as well as on the implementation of the mentoring programs and the school contexts in which they operate. The importance of the latter has perhaps received less attention in previous reviews and analyses.

Our analysis sought to inform the findings of previous systematic literatures by presenting mentoring practices that aim to prevent school dropout. Previous analyses and the present one found that mentoring programs have positive, variable outcomes, though they do not always provide impressive results. It is also worth pointing out that most studies report about the weakening of risk factors and the strengthening of protective factors and their results, rather than specifically about whether interventions indeed resulted in increased graduation rates.

The use of digital platforms has already appeared in some studies. A further line of research and development could be to investigate how digitalization and artificial intelligence affect the mentoring process in which activities you can provide support the mentoring process.

There is a notable shift in research toward the application of a more rigorous methodological framework. More complex, multi-level, and multi-component research has emerged, drawing attention to the fact that the effectiveness of the mentoring depends not only on the

Skill Mismatch and Skill Transferability: Review of Concepts and Measurements

Ljubica Nedelkoska and Frank Neffke

Skills can be thought of as the part of human capital that is not innate, but that is acquired through education, training and practice. Skills are related to job tasks - it takes skills to perform certain job tasks. However, skills are typically more general than tasks: math skills allow a person to perform a range of computational and analytical tasks, and medical skills can be applied in numerous job tasks related to our health. In that sense, skills are often transferable, allowing a worker to perform tasks across different jobs, either because the same kinds of tasks occur in different jobs or because a set of skills allows performing a variety of tasks. Skill mismatch occurs when the skill endowments of individuals differ from the skill requirements at their jobs.

Skill mismatch and skill transferability are intrinsically related. When two jobs employ similar skill portfolios, the skill transferability between them is high, and the skill mismatch is low. However, skill mismatch often emphasizes an asymmetry in the transferability of skills, stressing that skills can be too high (i.e., workers can be over-skilled),





too low (i.e., workers can be under-skilled), or too different (i.e., workers possess skills that are unrelated to a prospective job).

Skill mismatch matters because it is costly. If workers lack some required skills, this reduces their productivity. In contrast, if workers have skills that they do not use at the job, they may forgo pay for those specific skills. These insights are not new but have been discussed in various literature using a variety of different terms, such as skill shortages, skill redundancies, skill obsolescence, under-skilling, over-skilling, undereducation and overeducation, to name a few. Skill mismatch can have different causes. Some of these causes are transient, such as search and matching frictions, but others, like changes in technologies or in the internal division of labor, will be structural.

Skill mismatch has frictional as well as structural causes. Labor market frictions can result in search costs associated with finding the right job given a worker's qualifications. Structural causes result from a misalignment between the aggregate distribution of workers' skills and the aggregate distribution of job requirements in an economy. They can relate to changes in the demand for skills (technological progress, trade) or changes in the supply of skills (education policy, demographic change).

On the supply side of skills, most literature has focused on institutions of general education. For instance, the debate about educational mismatch became prominent in the 1970s when Freeman (1975, 1976), among others, argued that there was an oversupply of college graduates on the U.S. labor market, and that this was likely to persist in the future. The oversupply would explain the significant decline in the college premium over high school education in this period.

Although the notion of an over-skilled workforce was soon after disputed (Smith and Welch 1978), Freeman's work illustrates well how an oversupply of skills can depress the returns to skills of highly educated workers. In their comprehensive review of the relationship between the supply of education and technology-driven demand for skills, Goldin and Katz (2009) show that acquiring a college degree played a major role in the creation of opportunities for economic mobility in the United States throughout the twentieth century. However, the actual return to a college degree has varied as a function of the supply of college educated workers. The college premium⁸ tends to be high in periods when the supply of college degrees is low and low when the supply of college degrees is high. In other words, in periods of skill shortage, college graduates have earned extraordinarily high wages. The opposite occurred in periods when college graduates were in high supply.

On the demand side, the most important forces impacting the demand for skills over long periods of time are innovation and technological change. In one of the earliest studies on this topic, Griliches (1969) proposed that skills and capital are complements: improvements in physical capital often require a skilled workforce. Fast-forwarding to more recent work in evolutionary economics, Vona and Consoli (2014) propose a life-cycle perspective on the relationship between skills and technological change. At the start of a product's or a technology's life cycle, tasks are complex, ill-structured and tacit. This complexity requires creative and skilled individuals to discover the best way of doing things. As technology matures, people learn how to structure knowledge, divide labor and gradually codify and routinize the interaction with the new technology or the production of the new product. Improvements from learning reach a maximum eventually, and after that point,





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marginal gains from further specialization diminish, and tasks become sufficiently standardized to be performed by unskilled, but highly specialized workers. Moreover, technological change does not only affect the demand for a specific level of skills, but also for a specific content of skills. Especially when technological change is highly disruptive, workers often find their current skills becoming obsolete, or as Freeman and Perez (1988, p. 59) put it: ‘... as it crystallises, the new technoeconomic paradigm involves [...] a new skill profile in the labour force, affecting both the quality and quantity of labour [...]’.

With some exceptions, as in the work by Vona and Consoli (2014) and Evangelista and Savona (2003), the early recognition of the impact of technology, and in particular of General-Purpose Technology (GPT) on skill requirements did not spur significant research into the topic of skills in evolutionary economics. Instead, the relation between skills and technology became widely studied by labor economists. The traditional way of studying the impact of technology on skills centered on the hypothesis of skill-biased technological change (SBTC, as reviewed in Katz and Autor 1999). Under the SBTC hypothesis, new technologies, and in particular computer capital, tend to complement skilled labor (Mincer, 1991; Bound and Johnson, 1992; Berman et al., 1994; Autor et al., 1998). That is, technologies increase the productivity of skilled labor, but not of unskilled labor. This feature of the relation between computer capital and skills was the main explanation for the observed growth in the demand for college graduates, but it failed to explain other labor market trends, such as the growth of the demand for low skilled and high skilled labor relative to middle skilled labor (job polarization).

Starting with the seminal work by Autor, Levy and Murnane (2003), the SBTC hypothesis was modified to reflect the relationship between computers and specific task content of jobs, as opposed to the skill level of workers. This change in approach highlighted that technology could complement one set of tasks, while substituting for another set of tasks. The distinction between tasks and skills becomes crucial (Acemoglu and Autor, 2011; Autor and Handel, 2013; Autor, 2013). Tasks are features of jobs and skills are characteristics of workers. Workers acquire skills which give them a comparative advantage in certain tasks. However, workers can move from one set of job tasks to another, meaning that they can change their specialization if the price of certain tasks (effectively the pay they would receive for performing certain tasks), changes. This distinction between tasks and skills is in stark contrast with the previous popular approach of simply distinguishing between low and high skilled labor only. Among other things, this kind of technological change, dubbed task-biased technological change (TBTC), can explain the phenomenon of job polarization observed in several developed economies in the 1990s and the early 2000s (Goos and Salomons, 2009; Autor, Katz and Kearney, 2008). The task-based approach initially distinguished among routine, non-routine and interactive job tasks, and between (routine and nonroutine) manual and (routine and non-routine) cognitive tasks. coinciding with an increase in the popularity of the task-based approach and the availability of direct test-scores for skills, new approaches that measure skills more directly have grown popular.

We reviewed the literature on skills, skills mismatch and skill transferability in evolutionary economics, labor economics and management. Traditionally, labor economics has viewed skills through the lenses of education and qualifications, while evolutionary economics and management mainly focused on the tacit nature of skills and how





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they relate to firm-level organizational routines. Thinking and measurement of skills in all three disciplines have evolved and to some extent converged in the last two decades.

For one, research on skills in labor economics, evolutionary economics and management has become more sophisticated in how skills are measured. Many economists transitioned from measuring skills in terms of years of education to measuring them in ways that capture skills more directly, using direct tests of skills, self-reported skills and job tasks, or skills and job tasks reported by occupational experts. In all three fields scholars have more recently been using rich administrative data sets to infer skill similarities and complementarities from the job switching behavior of millions of workers. Moreover, scholars have transitioned from thinking of skills as solely an individual-level phenomenon or solely as firm-level routines, to how individual skills and firm level routines blend. This is best exemplified in the growing literature that focuses on team human capital and workers skill complementarities.

The new developments in skills research are particularly promising for evolutionary economics, with its emphasis on technological change. Technologies shape the demand for skills. At the same time, skills are a prerequisite for acquiring, diffusing and using technologies. Hence, skills foster the creation and the diffusion of innovation and technologies. As technologies change, they create mismatches between the supply of and the demand for skills. The resulting skill mismatches are typically structural in nature and can therefore stall firm productivity and devalue parts of our human capital. The degree to which such mismatches can be addressed depends on many factors, among which is the level of skill transferability from one job to another, and the re-trainability of workers.

Going forward, a promising avenue for research would combine the insights of evolutionary economists into the dynamics of technological change with a better understanding of skill mismatch and its implications. For instance, one could study how the evolution of a particular industry or a particular product mix translates into changes in the skill requirements in cities and countries. These changes may differ between early and late adopters of new products, as the level of skill routinization increases over the product life cycle. At the same time, new surveys of direct skill measures such as the PIAAC Survey of Adult Skills, hold great promise for research into skills, skill mismatch and skill transferability, in particular with the growth of their country coverage. These surveys can be complemented with rapidly expanding datasets that extract skill and task information from job advertisements using natural language and machine learning tools.

In light of this, we believe that the full potential of the research on skill transferability and skill mismatch is yet to be reached. At the level of occupational specializations, skill transferability can help us understand better which requalification paths from one specialization to another are feasible. New research could distinguish between transferability of skills and transferability of qualifications, where the first concept refers to the actual skills workers have, and the second to the official educational qualifications and licenses that permit entry into an occupation. In this way, we can study if formal qualifications pose obstacles to smooth transitions between occupations with transferable skills.

Stronger integration of the reviewed topics with education policy is critical for devising actionable policies that address skill mismatches. The combination of powerful automating technologies and the possibility of offshoring





of tasks is making the notion of having one occupation for life, let alone a job for life a thing of the past. Current and future generations will need to be prepared to change jobs, skill sets, and geographic places of work at several points in their careers. How do we design education that allows for such flexibility? Is developing an ability to learn in early childhood (Cunha and Heckman, 2007) the only way to ensure such flexibility? What do effective life-long-learning programs look like for workers affected by automation and globalization? Countries differ starkly in their design and offerings of requalification programs. Future research could explore this variation and determine what works and what does not in requalification programs. Moreover, government agencies (such as traditional employment agencies), as well as private job matching firms have a prominent role to play in reducing search and matching frictions. Here as well, more research is needed to assess their effectiveness, and in particular when it comes to the more vulnerable and disadvantaged populations. Finally, evaluation of state programs that encourage and ease geographic mobility could shed light on their cost-effectiveness vis-à-vis programs that aim at keeping firms and jobs in places where they struggle to remain competitive.

Kentaro Asai, Thomas Breda, Audrey Rain, Lucile Romanello, Marc Sangnier. Education, skills and skill mismatch. A review and some new evidence based on the PIAAC survey. [Research Report] Rapport IPP n°26, Institut des politiques publiques (IPP). 2020, 114 p. ffhalshs-02514746ff

Our critical review of the literature highlights that skill mismatch may arise for several reasons, some of them inherently linked to the functioning of the labor market, others being more likely to derive from an inadequate or insufficient training at school and on the job. The relative weight of those factors in explaining skill mismatch is hard to assess.

The measures of skill mismatch that we have reviewed are all subject to several limits which makes it difficult to assess the level of skill mismatch in a country or to compare skill mismatch across countries. As evidence of these issues, we can observe that the extent of skill mismatch in a country varies strongly depending on the indicators used. Another limit is that available measures of skill mismatch capture several of the factors that can lead to the mismatch, and are therefore of limited relevance for policy makers.

We have analysed compulsory schooling reforms in nine countries. However, due to the limited number of observations in the PIAAC data, we have been able to detect an impact of such reforms on the number of years spent at school only in Belgium, the country where the reform of compulsory schooling was both the most binding by far, shifting the mandatory schooling length from 8 to 12 years, and where it applied the most recently (for all people born after 1969). Absent of this direct effect on the time spent at school, it was difficult to exploit similar reforms in other countries.

In Belgium, we find a positive effect of schooling on literacy and numeracy skills. The effect on numeracy skills is less robust than that on literacy skills in the sense that it gets smaller and statistically not significant in some specifications. The causal effect of schooling on literacy skills is estimated to be comparable to the correlation between these two variables, suggesting that the latter correlation reflects primarily a causal impact of schooling on skills, rather than a selection of more skilled individuals into longer studies. Our results should be treated with caution due to data limitations that do not allow to obtain very precise estimates. They nevertheless suggest that





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initial education affects the general skills measured in PIAAC long after schooling, i.e. among adults around 45 years old. This implies that these measures of skills are policy relevant, in the sense that educative policy can affect them.

Skills in numeracy, and to a smaller extent skills in literacy, have limited predictive power for labor market outcomes. For example, these two measures explain less than 4% of the variance in wages. The fact that compulsory schooling laws have more robust effects on literacy skills whereas numeracy skills are more strongly associated with labor market outcomes can lead us to question the relative importance dedicated to the different fields during primary education. From a purely market perspective, i.e. considering that the objective of initial education is essentially to improve pupils' labor market prospects (which is of course debated), policy makers may wish to shift teaching time from reading and literature to mathematics and sciences, as acquired skills in these fields are more strongly linked to better careers.

We show that skills are less able to explain labor market outcomes than education. In particular, skills in numeracy and literacy are only able to explain a small share of the residual inter-individuals variations in wages or employment that cannot be explained by education. This means that skills have limited predictive power on labor market outcomes on top of education, raising questions regarding the interest of collecting these costly measures of skills.

Altogether our results are compatible with the idea that initial education enables people to acquire the general skills measured in PIAAC, but also many others. As a consequence, diplomas provide more information on adult competencies than do a few selected measures of skills. They are therefore more able to predict labor market outcomes. This remains true for older workers, whose careers may have been affected by several other factors than their initial diplomas.

Skill shortages and skill mismatch: A review of the literature, 2021

Giorgio Brunello and Patricia Wruuck

This paper has reviewed the recent economic literature on skill mismatch and shortages. The key points can be summarized as follows:

1. There are different approaches to measure skill mismatch that produce substantially different results. Measures relying on self-reported mismatch produce a much lower share of wellmatched individuals than statistical measures that compare individual skills with average skills in the occupation.

2. Employers and managers are likely to have more accurate information than employees about

skill requirements. Asking employers not only about impediments to economic activity and investment behaviour but also about skill-related issues the firm is facing is a valuable complement to the information asked to employees.





3. Indicators of skill shortages derived from employer surveys need to be complemented with indirect measures of the presence of shortages in specific occupations, including price measures (wage growth), volume measures (employment growth, vacancy rates) and work intensity measures (incidence of overtime).
4. The existing evidence points to pro-cyclical skill mismatch in the United States and to countercyclical mismatch in Europe. This contrast may be due to the fact that involuntary separations in a recession are more difficult in Europe than in the United States.
5. Skill shortages declared by firms need not be always genuine. For instance, after the 2008 recession, reported shortages have increased in many European countries, yet real earnings growth has remained subdued, with the exception of Eastern Europe, suggesting that in some areas these shortages may be over-estimated.
6. Structurally, the adoption of new technologies creates the demand for new skills that are not immediately available in the labour market, giving rise to skill shortages until the broad education system (including employer training) is able to meet the new skill requirements. The importance of these shortages and the length of the adjustment process can be exacerbated if wages and working conditions fail to provide adequate signals of relative scarcity.
7. With the impact of the COVID-19 shock on labour markets still unfolding, it is too early to assess its effects on skill shortages and mismatch. Yet, three facts point to an increase of skill mismatch. First, in some countries the use of short-time working or furlough schemes and dismissal freezes has encouraged firms to hold on to their staff, reducing the immediate elimination of inefficient matches. Second, hiring has stalled overall, with some sectors affected by the lockdown and other sectors experiencing a surge in demand. Meeting this demand at a time when job interviews are difficult and training can be done only online has been a challenge (OECD, 2020). Third, COVID-19 is accelerating the ongoing trend towards digitalization (European Investment Bank, 2020). To address COVID-19 induced mismatch, governments should take measures to facilitate the retraining and redeployment of displaced workers and of those currently on short time working schemes who may not be able to return to their former jobs due to firm bankruptcies or changes in demand for some product and services (OECD, 2020).
8. Skill shortages and mismatch are costly to individuals, firms and society because they negatively affect earnings, productivity, innovation and productivity growth. The effects on earnings can be quite persistent.
9. The responsibility for developing the skills that employers want – which includes financing skill development – should fall both onto job seekers and schools and onto employers. Persistent skill shortages that are not solved by market mechanisms can be addressed to some extent by government policies. Importantly, the effects of these policies need to be accurately evaluated.
10. Future research in the area of skill shortages and skill mismatch should try to increase our ability to measure these economic phenomena in a satisfactory way. In particular, finding ways to separate genuine from non-genuine shortages and providing adequate measures of skill requirements are in our view crucial steps for improving our understanding of skill mismatch and shortages. In addition, the systematic assessment of measures to mitigate skill mismatches, including a strong focus on impact assessment, would inform policy design and support the





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implementation of effective skill and labour market support measures. Finally, the use of new analytical techniques such as big data analysis to better capture current and anticipated skill demand could be useful to improve the measurement of mismatch and become an important tool to help mitigating its effects.





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4. FOCUS GROUP 1 REPORT

Aim of the Focus Group 1 Report

Focus group interviews are a group meeting mechanism, for an ideal duration of 90-120 minutes, conducted with structured, unstructured or semi-structured interview questions, which are handled within qualitative research methods, and a moderator, a reporter, at least one observer and a maximum of 8-15 participants. Topics are pre-determined, participants come together for a common solution, it is a process of discussion of ideas. Problems become clear and all ideas are discussed and common themes are determined with the right questions on the problems with the participants who are previously planned. These themes make important contributions to the analysis of the ideas and discourses in focus group discussions. Thus, common solutions will be approached. In addition, it would not be wrong to describe it as the process of influencing each other and influenced by each other within the group. There are some stages of focus group discussions. Knowing about these stages is valuable in terms of efficient focus group discussions.

First stage; Subject, theme or problem/problems are determined. These problems and themes are ranked in order of importance.

Second stage; Suitable participants for the research to be conducted must be determined. The research is introduced to the selected participants and necessary information is given about the purpose, importance, objectives and methods of the research.

Third stage; The environment, place and time of the research are determined. The researcher (moderator or expert) who will lead the interview, at least one observer and one reporter are determined, and the first topic (2 or 3 questions) to ask questions is planned. The researcher (expert) has to ask questions in the right place at the right time. It is important for the participants to express their opinions. When participants who do not respond, when they are silent participants; The participant should be asked non-directive open-ended questions (for example, the meaning of this silence can be asked) for self-disclosure, and it is even an important source of data for the expert or observer to focus and take notes on the responses of the individuals as well as their bodily reactions.

Fourth stage; It is planned to make a summary of the interview and record the responses from the participants on the sound recording device in the environment and then analyze the content immediately. In addition, the expert or observer can also take notes during the interviews. Afterwards, this will be helpful when the content analysis is done.

During the implementation of focus group interviews, some principles should be taken into account. These principles will both justify the validity of the implementation and allow focus group participants to integrate into the study in shorter periods during the implementation. First of all, it should be determined who will attend the focus group meeting. In this context, conducting the study by a moderator, a reporter and an observer will play a more functional role in achieving the aim of the focus group study. Pre-inspection of the place where the focus





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group study will be carried out by the researchers, the preparation of the recording devices (there should be at least two recording devices) in advance and the elimination of the deficiencies are also of great importance in terms of eliminating possible problems. Another issue in the preparation phase of the meeting is the creation of name badges in line with the consent and requests of the participants.

After all preparations for the interview are completed, just before the interview starts, the information about where, how many people, in which date and time interval and by whom (reporter, observer and moderator) the interview will be conducted should be recorded on the recording device by the researchers. In open focus group discussions, if a viewer other than the participants wishes to participate in the meeting, the decision should be made considering the contribution or negative effects of them to the meeting, and if they will be included, they should follow the interview from a place outside the interview table. In closed focus group discussions, no one except the participants, moderator, reporter and observer is included in the meeting. In addition, necessary measures must be taken to prevent uninvited guests from being included in the meeting.

Another point that should be taken into consideration before starting the interview is to inform the participants in advance what the purpose and objectives of the interview are, and conducted by whom, on behalf of which institution/organization/project/study. After the interview begins, the person should be told how important it is to participate in the interview in order to prevent the shy or passive participation of the participants and warmer contacts (jokes, treats, etc.) should be established to get rid of their timidity.

It is essential to apply some procedures in order for focus group discussions to reach their goals and to increase efficiency. For example, audio recording will be taken in focus group discussions, this requires permission and approval. It should be guaranteed that this confidential information will not be shared with anyone else, and that what is said in the project will only be used in scientific studies to gather around a common solution. This will be a source of trust between researchers and participants. Also, voicing the concept of cooperation will enable everyone to express their opinions in focus group discussions. In addition, it is necessary to mention that it is a platform where there is no subordinate-superior relations. Because it is essential for everyone to express themselves comfortably. This must be provided by the researcher himself/herself.



Country Reports

TÜRKİYE

Focus Meeting In The Context Of Co-Agency

Co-Agency is the process of expressing opinions of all participants, including experts and observers, in an interactive way. And it is a process that produces common objectives and solutions. Everyone is considered equal. And although it is not a process that advises or directs, it is a state of ideas to interact and to be interacted mutually. It should not be forgotten that everyone is in a learning process. The coaching process should be planned in the light of the scientific information described in the focus group meeting.

Experts, observers, student/students, field teachers, psychological counselors, administrators and parents must take part in the first focus group meeting of the participants. However, when choosing parents, care should be taken that they are not the parents of the students in the group.

Participant Information

Table 1. Participants Information and Demographic Characteristics

Participant	Title	Age	Department	Class
S1	Student	16	Construction	10.class
S2	Student	18	Furniture	11.Class
S3	Student	16	Installment	9.Class
S4	Student	17	Engine	9.Class
S5	Student	17	Installment	11.Class
S6	Student	18	Engine	11.Class
P1	Parent (shipper)	46		
P2	Parent (housewife)	38		
A1	Administrator	34		
AT1	Advisory Teacher	28		
T1	Teacher			
T2	Teacher			

Resource: It was created in the light of the data of the Support to Choose Future Focus Discussion.



Theme 1: Early School Leaving

As a result of the first focus group discussions within the scope of the support to choose future project, it was seen that different codes emerged within the framework of the themes determined by content analysis from qualitative research methods. In Figure 1, when the content of the views of parents, students, teachers, psychological counselors/guidance teachers and administrators in the focus group interviews on the theme of ESL (Early Leaving School) was analyzed, 16 different codes were determined. These codes are in the form of;

- Economic Issues
- Definition and Promotion of Vocational High Schools
- Motivation (Intrinsic and Extrinsic)
- Transportation and Housing
- Negative Model
- Loss of Faith, Confidence and Hope
- Belongingness
- Peer Effect
- Family Factor
- Inequality of Opportunity
- Lack of Continuity in Education Policies
- Skill Mismatch
- Lack of Self Esteem
- Insufficient Routing
- Success Criterion
- Student-Parent-School Disconnection



Figure 1. ESL: Codes Obtained from Early School Leaving Data



Resource: It was created in the light of the data of the Support to Choose Future Focus Discussion

In the light of these data, focus group interview participants V1; expressing the lack of continuity in education policies, stated that the fact that the teachers change their places for different reasons reduces the motivation on the students. Putting forward the view that this situation causes distrust in the examination system and mentioned the necessity of changing the parents' perspectives on education. On the other hand, it was predicted that family watching the children may prevent early school leaving. Participant T5 argued that the factors causing early school leaving are the fact that living in a village causes transportation and housing problems, and that not everyone receives an equal education is an important fact. Emphasizing the inequality of opportunity, T5 said that the fact that the society does not support students, that is, there is less extrinsic motivation, should not be forgotten. The view that economic issues affect early school leaving is another important factor. V2 participant also stated that the biggest factor in early school leaving is economic problems. S2 participant, on the other hand, stated that especially those studying around them became unemployed, and suggested that the intrinsic motivation to go to school also decreased. It can be said that this situation constitutes a negative model. The participant S1 also stated that the hope and belief against schooling affected the weak belief due to unemployment after school. And explained that there is the fact that economic issues also affect early school leaving. On the other hand, AT1, one of the vocational high school educators, stated that a sense of belonging should be created in students in order to prevent early school leaving; emphasized the good relations between students and teachers.



In terms of early school leaving, the participant S4, who stated that another variable was the peer effect, stated that the high number of negative models affects early school leaving, while the participant S5 stated that there is no suitability for the field and the skill/abilities of the student, therefore, they have a tendency to drop out of school early. It is seen that many participants stated that economic factors are one of the most important arguments for leaving school. Based on this, the statement of the participant S6 that lack of self-esteem and economic issues are effective in early school leaving is evaluated in this category.

Taking the events from another perspective, participant A1 defended the view that the students' not being in the field they wanted, the lack of continuity in education policies, the inadequacy of transportation and housing, and the lack of daydreaming affect early school leaving. In addition, stated that the lack of hope of students is an important factor in the decrease in their beliefs about studying. T2 participant, on the other hand, underlined those factors such as making choices that are not suitable for skills, low sense of belonging of teachers, and inequality of opportunity invite early leaving from school. Undoubtedly, the most striking aspect of the research is the economic conditions and concerns. This situation was frequently expressed by students, parents, educators and administrators. Based on these explanations, S5's statements;

*Despite being intelligent, many students are unable to access or drop out of school.
Unfortunately, the student in the village wants to study, but the opportunities do not allow.
On the other hand, students who have good opportunities in the city do not want to study.*

reveal that students' perceptions of inequality of opportunity are high. Again, in this regard, it was stated that the V2 participant attributed his son's wanting to drop out of school to economic reasons. The dialogue in a section of the focus group interview helps to make this situation more understandable;

P2: -My son wanted to drop out of school for economic reasons. Because we can't make a living...

S1: I didn't like school. No one is appointed. I wanted to leave school.

T2: Our parent persuaded his son to continue school by making great efforts.

While these data show how important the family is in students' future choices, a holistic evaluation of the study also revealed the fact that economic factors are the common concern of all participants.

Theme 2: Skill Mismatch

The data on the skill mismatch in the 2nd theme of the support to choose future project showed that there is a great mismatch between the preferred or the department that had to be preferred and the employed departments. In this context, the question "Should there be a harmony between the part being studied and the job?" was asked to the participants. all of the answers to the question were in favor of harmony and the majority of the participants attributed this incompatibility to inadequate guidance and economic concerns. In the coding made in

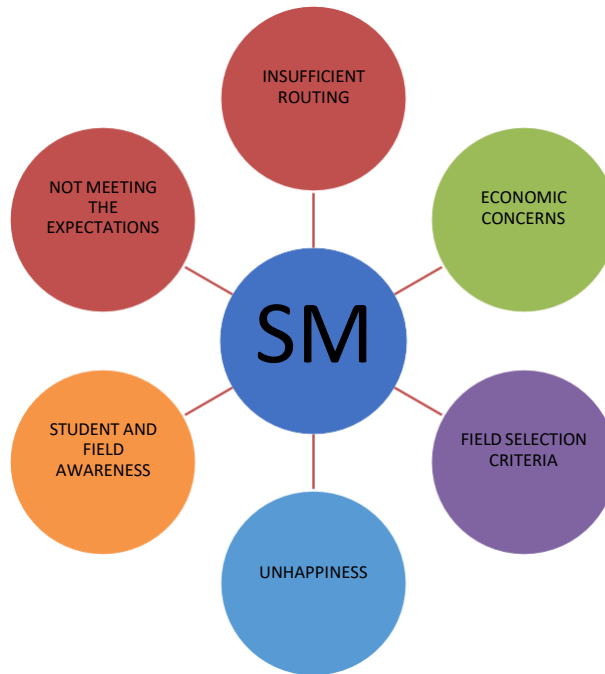


the light of the data obtained from the focus group interview participants, the codings formed from frequently used and repetitive concepts are in the form as seen in Figure 2;

- Insufficient routing
- Economic concerns
- Field selection criteria
- Unhappiness
- Student and field awareness
- Not meeting the expectations

Participant T2, one of the vocational high school teachers who took the floor in this part of the study, mentioned that it is early to choose the department at the beginning of the 9th grade in vocational high schools and that the selection of the departments according to the academic achievement score rather than their interests creates a great deal of unhappiness. It is seen that the departments selected according to the success score are associated with future living conditions and economic concerns, causing either school dropouts or skill mismatch. In addition, it was suggested that both the student and the fields to be selected should be well known and introduced in order to guide the students more accurately. Therefore, it will be beneficial to have close relations between the teacher, family and student.

Figure 2. SM: Codings Obtained from Skill Mismatch Data



Resource: It was created in the light of the data of the Support to Choose Future Focus Discussion.

On the other hand, participant T1, one of the vocational high school teachers, also stated that economic concerns were taken into consideration while choosing the department in vocational high schools and being interested in the field was directly affected by this point of view;

The first aim/target in Turkey is to make money. Unfortunately, students studying in the relevant department tend to other fields due to economic reasons. For this, it should be noted that there are economic concerns...

The data of the focus group interview show that different reasons and variables indicate skill mismatch and also reveal that students are not adequately guided. In this context, the fact that the family is influential in the field selection, the student makes a choice when he has not yet recognized his own skills and has not acquired knowledge about the field; lays the groundwork for the choices made to result in skill mismatch.

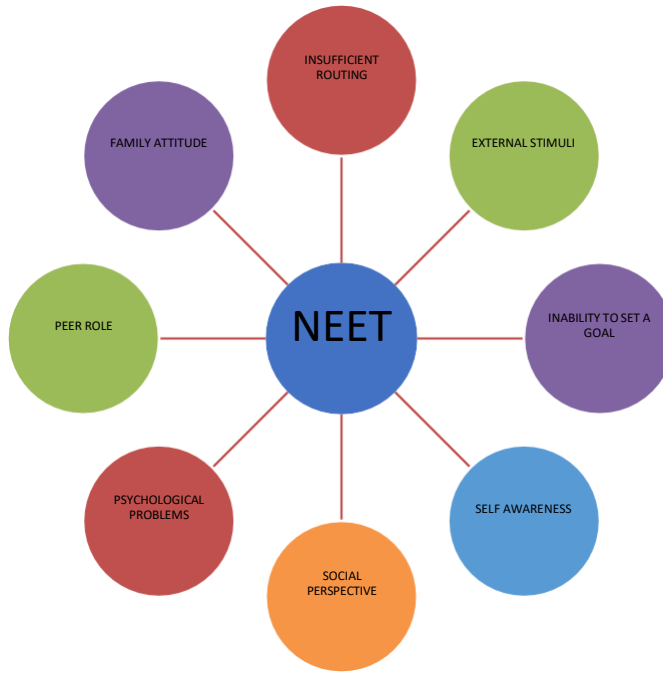
AT1, one of the participants who expressed some concerns and suggestions about making field selections, mentioned the importance of the need for more functional arrangements regarding field selection. Again, participant A1 claimed that the early field selection was one of the most important factors causing the incompatibility between skills and fields. P2 participant, on the other hand, drew attention to the lack of correct guidance. In addition, S1, one of the student participants, mentioned the necessity of getting to know the student and the student's self-knowledge, and expressed the most important factor causing skill mismatch.

Theme 3: Neither in School nor in Employment Status

In the focus group interview study, it was aimed to get the opinions of the participants about "neither employment or being in school". "What are your thoughts on people who do not go to school and do not have a job? Are there factors that push them to this challenge? Or, what are the advantages and disadvantages?" When the content analysis of the opinions of the participants received in response to the question, 8 headings were created. These codes are in the form as seen in Figure 3;

- Insufficient routing
- External stimuli
- Inability to set a goal
- Self awareness
- Social perspective
- Psychological problems
- Peer role
- Family attitude

Figure 3: NEET: Codings Obtained from the Data of Neither School nor Employment Status



Resource: It was created in the light of the data of the Support to Choose Future Focus Discussion

In this theme, it was stated that the participants generally did not have a specific purpose, that there was no hope for studying, so the facts such as hope and purpose should be used as motivation tools for people. In addition, it was seen that parental attitudes, sensitivity of the society, sense of belonging, self-knowledge and communication with peers are also important at this point. P1 stated that the attitudes of the participant parents affected the child in this process, and argued that especially the incorrect parental attitudes would lead the children to different groups and bad habits in the environment. P2 participant, on the other hand, mentioned that such people would be a burden and the necessity of reintegrating them into society. Participants S1 and S3 claimed that the phenomenon of aimlessness did not affect the person's being neither at work nor at school. The participant S2 expressed the opinion that having a spirit of laziness, being influenced by peers, and lack of proper guidance are effective in this regard. S4 and S6 participants also emphasized the importance of peer influence. Participant A1 stated that social attitudes, family attitudes and lack of sense of belonging are effective because of doing any work and being cold towards school. Unlike the others, participant S5 stated that the mental and psychological problems of the person who can be effective in this process should not be forgotten. The T1 participant explained his/her views by arguing that the fact that the person is still in a search and not being able to discover himself/herself is a fact that affects neither the process of being in a job or a school.

CONCLUSION AND EVALUATION

The answers given to the question "What are our main motivations when making future choices?", which were directed to the participants at the last stage of the focus group interview, showed that the motivations such as economic and happiness were the arguments frequently emphasized by the participants. In this context, as can be seen in Figure 4, although economic motivations such as money and fixed income come to the fore, it is understood that motivation sources such as happiness, hope-goal-dream, success and self-confidence correspond to the needs of individuals for self-realization.

Figure 4: Codings Obtained from Motivational Sources Data for Future Choices



Resource: It was created in the light of the data of the Support to Choose Future Focus Discussion

It should also be noted that AT1, one of the vocational high school educators, pointed out the motivation sources determined according to the individual and emphasized the changing structure and relativity of human needs and motives.

Table 2. Participants' Future Choice Motivation Sources

Participant	Title	Motivation Source
S1	Student	
S2	Student	HOPE
S3	Student	Being Successful
S4	Student	A Skill Matched Job
S5	Student	Having the Job You Wish
S6	Student	A Comfortable Life
A1	Administrator	Being Free
AT1	Advisory Teacher	Happiness and Negative motivation
T1	Educator	Happiness, Peace and Belongingness
T2	Educator	FEELING OF SELFCONFIDENCE
P1	Parent	FIXED INCOME
P2	Parent	Sacrifice

Resource: It was obtained in the light of the data of the Support to Choose Future Focus Discussion.

Undoubtedly, the motivation sources of vocational high school students and parents are mainly based on arguments such as hope, fixed income, being successful, doing the dream job, while the other participants of the focus group interview, the trainers and the administrator, are based on arguments such as being free, being peaceful, happy and self-confident. Table 1 data used to explain the analysis and evaluation process of the data also clearly revealed that human needs and living conditions determine the sources of motivation for future choices.

ITALY

The focus group was implemented to 9 people coming from the school community of ENGIM Turazza, a VET school based in Treviso that is part of a network of VET schools located in Italy. The group was composed by:

- 1 teacher of not-technical subject;
- 1 psychologist working in placement office (job placement, internships, stage)
- 2 parents of VET students who are representatives of parents in the school;
- 1 school psychologist working



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in school guidance office; - 2 students (first grade and third grade of high school) - 1 school counsellor for early school dropping situations; - 1 teacher of a technical subject.

All participants were part of the same school community. The main goal of focus group was to explore their points of view about support to choose future framework, by deepening on their personal experiences, job roles, issues and problems, opportunities and resources.

All of them were really excited and curious to participate to the focus group to discuss and explore different points of view about project themes as n.e.e.t, early school dropping and skill miss-match. Before involving the participants in the focus group session we have sent them a detailed letter, in which we explained the framework of project and focus group session fundamentals. The participants were enrolled in focus group with the mediation of school secretary office; they participated voluntarily to the process of focusing the topic that we proposed them, by using the questionnaire that partnership prepared.

The participants agreed on sharing their personal thoughts for research goals; participants were informed that their personal information would be used according to the guidelines of General Data Protection Regulation promoted by EU and Italian national law about privacy and personal data protection.

The focus group was managed by zoom because of the COVID-19 pandemic conditions and it was applied in Italy in April 2020. Question 1. Please provide brief information about yourself (age, nationality, gender, education level etc.)

Age Range of participants; 14, 17, 36, 41, 42, 45, 52, 53, 57.

Gender: 1 Male, 8 Female

Country of origin: Italy.

Education Level: 3 of them completed the 8th grade of school. The rest of group are all graduated from university.

Question 2. Please provide your prevision and approaches about the interview

The group expressed their enthusiasm about project research topics, underlining that they are very important issues for their school community, especially during these years with pandemic. Also, some of them expressed their excitement, especially because they would share their opinion with all other participants. All of them shared and agreed about the great opportunity to learn from each other by exploring different perspectives on project's topics.

According to the observation of the facilitator the participants were really relaxed, comfortable and really involved in the dialogical process.

Question 3. Please provide the factors you think that cause people to drop out of school. Why are young people dropping out of school?





Participants explored different factors that cause people to drop out of school. They underlined that these given factors are their personal opinion. It was really interesting observing the group creating a common framework for describing the issue.

In the first place, the participants spoke about the role of families. They underlined how behind a school dropout situation there are some particular issues in the family.

On this point, they suggested the following factors:

- economic poverty;
- cultural poverty.

Especially in the families that have a different cultural background, school and instruction may not be considered a priority for young people. Very common thought is, a VET school (and instruction in general) is not essential for finding a good job position for a young person. So, according to these families' situations and understanding, students are not supported and followed in their school path. One participant underlined that often students are considered more autonomous than they are, and parents are giving attention to this aspect. Some students fail to abide by the school's behavioral rules and therefore they are refused from the school itself.

Sometimes drop out is about demotivation, some other times students are not aware of the type of school they have chosen. In these cases, there is a big difference between the students' expectations and what they live in reality then.

Parental expectations also play a role in this regard. Very often parents invite students to choose school paths that do not reflect their interests. According to the Italian school system, it is difficult to choose a course of study at 14, in the phase of a plurality of choices. Furthermore, some teachers give little consideration to some students, especially those in difficulties. One young participant underlined that "when in school you are only a mark, students with low grades are dropped out; we are people in the first place not just students". Lastly, sometimes there is no connection between the different educational agencies in the local area; and this network can create a difference in a dropout situation. We are not always able to create person-centered school paths and (often) teachers do not invest in relationships with students.

Question 4. What do you think awaits these people in the future?

Participants agreed a continuous change of profession and unskilled jobs awaits these people. The labor market is very fluid in this historical moment and people without a training end up doing less specialized jobs and more subject to continuous recycle. Companies nowadays ask for trained people, there is no longer possibility to join the company as an apprentice and therefore learning and growing in the company. Participants have described a future for these people where there may be a high probability of:





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- they will live without a professional development project;
- they will be at the mercy of what is offered and without a specialization they will be easily replaceable;
- they will regret of leaving school; - they will be alone, without points of reference or support for their professional career;
- not knowing what they want to become they don't know what to do in the present; - some of them will decide to go to night school.

Especially for those who come from complex family backgrounds (and therefore have no family support), the idea of being able to make easy money could lead to future biographies of illegality. In this regard, the participants outlined how there is little information regarding what may be the future prospects for these people during dropout processes. On the other hand, these people often encounter role models who discredit the importance of training.

Question 5. What measures can be taken and what can be done in this regard?

Participants described many measures that can be taken on this regard. First of all, they outlined the importance of building an efficient network between educational agencies as families, schools, local communities, NGO, local and regional institutions, social and health services. On this point it is really fundamental how the different stakeholders are promoting, managing and taking responsibility on the healthcare process of the students; there are many cases in which the different stakeholders are not able to communicate and work together efficiently. For example in Italy and especially in Veneto Region, there are special training programs for people who dropped out of school or are in need; but these training programs are based on the combination of training plus internship. We need learner training programs. Building customized training projects with more time spent in the companies could be a valid alternative. Moreover we must inform about the value of studying and the importance of having a vision of one's future. This is why it is very important to work according to school orientation processes and from early middle school students. School orientation should work also on exploring the possibilities that a drop out is generating, because the student should be aware and responsible of what he/she is choosing. The school should educate them about personal responsibility and civic responsibility towards the community.

Furthermore, good strategies in this regard could be the usage of mentors both in the companies (during the internship) and at school. Especially at school, having hours of co-teaching could help to better follow the students and their maturation process, to work on the contents as well as on the relationship and motivation.

From this point of view it is important to be involved, and in this having teachers who know how to involve students is the winning strategy.

Finally, it is essential to promote dialogue between children and parents, so that parents and the school can support students in their choices. This is why collaboration between family schools is the basis, and it is essential that the school becomes able to attract both students and families to its community.





Question 8. Can we get your views on the impact of environmental factors (friend environment, peer bullying, teacher discourse, etc.) in making school drop-out decisions?

Participants identified as environmental factor that has impact in making school drop-out decisions the cultural background of the family. In Italy, a lot of students coming from not Italian cultural background choose VET schools. So according to the speeches of participants, there are some cultures in which school is not the first priority in the development of the student. Some of families choose to send their kids in high school just for learning the language, but they do not believe in the possibilities that school can open for them in the future. Especially for the families that live in this condition, sometimes it can be really difficult to accept that the son/daughter has some special need. These families are in difficulties to recognize special needs, behavioral problems and mental issues.

“Bad friendships (friends that are behaving illegal or they are not interested in school) can be a factor in dropping out of school; so the students first attend to school less, and then they drop out. Under this frame, friendships and families that push towards to school can represent a great factor of protection against abandonment. The school regulations provide for a minimum of hours to attend, under penalty of failure. Many students drop out because they do not reach the minimum number of hours to be able to pass the year. In this case the school forced them to fail or invite the student to make another type of school choice. From this point of view, vet schools often welcome students who have had school failures.

Sometimes the behavior becomes a variable of school exclusion from the school; teachers struggle to manage explosive behaviors and conflict rather than look at possibilities that these students can provide. Managing these kind of students otherwise require energy and specific relational skills.

Teachers do not always manage to make children passionate about their subject, not all of them knows that students are not vessels to be filled but fires to be kindled. Bullying is not a factor of dropping out, more than anything else the students in this case change schools. Between families and students there is a culture that believes that school is not to be considered one of the factors that can lead to a person's professional success. From this point of view there are many life models that have been realized without the use of the school, and in these narratives the idea prevails that it is easy to make money. Social media and influencers has had a big impact in this regard.

Furthermore, school experiences before high school can have a strong impact on the student's future vision. Teacher discourses on this regard can impact as a spur to fulfill oneself or, on the other hand, to a premature condemnation of scholastic and Professional failure. Under this frame, friendships and families that push towards school can represent a great factor of protection against abandonment. Finally considering the investment and development of Vet schools in Italy, the classes become more and more numerous, and teachers are getting older without a generational change.

SPAIN

1. Basic information about the participants

The Focus Group was composed of teachers from different areas of Vocational Education and Training with proven teaching experience. Parents of VET students also participated and gave their views on the topic.





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Due to the restrictions caused by Covid-19, especially regarding staff meetings in schools, it was not possible to hold the FG in person. We tried to organise it virtually, but the problems to find dates that fit all participants pushed us to do it by sending common questionnaires using Google Form.

https://docs.google.com/forms/d/1ahLWX_BeCL19UcIoAK5WTqzT5cfKp7FwyjuvcWVt96s/edit

Finally we had 16 responses to the questionnaire, 10 women and 6 men

2. National context of VET in Spain

VET remains the "poor sister" of the Spanish education system. Because after compulsory education, which lasts until the age of 16, students have the option of choosing a pathway that will take them to university after passing the Bachillerato and the university entrance exam or, failing that, to take a vocational training degree. Traditionally, this choice (which comes at a key moment for the student's personal development) was marked (even by the centres themselves) by the supposed worth of the student. Those with better qualifications were "recommended" to follow the university pathway, while those with lower academic results or less gifted students had the door to vocational training open to them as a lesser option.

This, however, has meant that in recent decades Spain has become a country with an overpopulation of university students, in many cases with higher education that is far removed from the needs of the labour market. This has led to huge numbers of unemployable graduates, which has led Spain to lead the youth unemployment rate with rates above 40%, one of the highest in Europe.

These data, together with a strengthening of the curricula and of the image of the speciality itself, have meant that in recent years vocational training has ceased to be a "second option" and has begun to be seen as a valid alternative for developing a good basis for entry into the labour market.

Thus, the number of students in Vocational Education and Training will grow by 5.2% in the 2020-21 academic year, confirming an upward trend that has risen to 23% over the last five years.

As the forecasts of the latest report "Facts and figures for the 2020-2021 school year", by the Ministry of Education and Vocational Training, point out, this type of education is once again the one with the greatest growth compared to the previous year, after adding 46,494 more students and reaching a total of 934,204.

Within this type of studies, Higher Vocational Training is the one that will increase the most during the 2020-2021 academic year, with the incorporation of 30,423 new students, 6.9% more than the previous year. For its part, Intermediate Vocational Training adds 14,639 students (an increase of 3.9 %) and Basic Vocational Training, 1,432 students (an increase of 1.9 %).

The Ministry's report also analyses the profile of the VET student during the 2019-2020 academic year. Specifically, of the 887,710 students who opted for Vocational Training last academic year, 55.5 % were men and 44.5 % were women. This percentage is the same in the Higher Level cycles, where 47.8 % of students were





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women, while in Basic Vocational Training, this percentage drops to 29.8 %. In the intermediate cycles as a whole, this percentage stood at 43.7 %.

According to the 23rd edition of the Informe Infoempleo Adecco: Oferta y Demanda de Empleo en España (Adecco Infoempleo Report: Employment Supply and Demand in Spain), job offers requesting Vocational Training qualifications, both higher and intermediate, have fallen to 38.8%, which breaks their five-year upward trend. The previous year, 42% of job offers required a VET qualification, for the first time in 22 years, outnumbering offers requiring university education.

Despite this decline, vacancies requiring a university degree do not outnumber vocational training vacancies, in fact, they have the same percentage. 38.8% of job offers in 2019 required a university degree and 8.4% of offers were aimed at postgraduate graduates.

Questions for discussion

- *Do you perceive a mismatch between the skills developed by Vocational Education and Training students and the requirements of the labour market?*
- *What is needed to avoid this gap?*
- *How can students' decision-making and planning skills be improved?*
- *What skills and competences do students need to develop in order to make healthy decisions about their future?*
- *What competences and knowledge do teachers need for this?*
- *How can families become more aware of their children's educational reality (needs, expectations, obstacles, fears, vision of the future, goals)?*
- *How can students become more aware of the impact of their choices?*
- *What exactly do students need in order to make more effective decisions about their future career?*
- *Is there anything else you would like to add to the above questions?*





Summary of the answers given from each of the questions

Do you perceive a mismatch between the skills developed by VET students and the requirements of the labour market?

Most of the answers to this question are (with some nuances) in the affirmative, which is quite significant considering that most of the participants are active VET teachers. This shows how, from within the system itself, shortcomings are detected in curricula, syllabuses and even in the very approach to VET in Spain.

These shortcomings affect all skills. For example, one participant indicated that "I teach computer science and the technological gap is inevitable", while another responded in a different direction, pointing to "a gap in training in emotional intelligence. In two years they have to develop skills such as working in a team, but in most cases they don't know how to actively listen, respect and accept different opinions, among others". Along these lines, another of the participants looked to the future with a certain amount of hope, since in her opinion "more and more schools are opting for more practical vocational training, but we continue to forget the soft skills, i.e. knowing how to express oneself, working in time, under pressure, communicating, listening actively, defending one's rights in an assertive manner...".

In this sense, one participant commented that "despite the creation of new qualifications in recent years and the implementation of new training, this process can take time and some qualifications may become obsolete". For this reason, he indicated "the need for public administrations to speed up the updating of VET qualifications and content. Including transversal subjects such as decision-making, change management, flexibility, communication and, in short, the universe of soft skills".

In a broader analysis, another participant made distinctions according to the degrees. "Currently there are cycles that are outdated, but there are also cycles with recently updated legislation that do cover most of the competences of the labour market, although I consider them to be few", she argued, adding an important factor in the fact

that "the methodology of each centre must be studied. Depending on the involvement of the teaching staff, so will be the adaptation to the demands of the labour market".

What is needed to avoid this gap?

There are two main lines of emphasis here: the practical focus of the studies and the connection to the labour market.

Thus, participants pointed to the need for "greater interaction between companies, schools and policy makers (Ministry of Education or regional/local authorities) to adapt programmes to the needs of the market", as well as

"better provision of resources for schools with an investment in technical aspects to make the training more





attractive".

Several respondents went one step further and pointed to the urgency of "updating legislation for each cycle and coordinating with the labour market in each sector", as well as "greater involvement in schools to adapt to the new times". Particularly interesting was the reflection of one of the participants, who pointed out that one of the important challenges of vocational training was "to involve SMEs more and more in the compulsory internships, since the business fabric of the country is mostly made up of this type of organisation. Almost 95 % of companies have fewer than 5 employees, and for them, taking on the challenges of VET, especially Dual VET, is uncertain and problematic. It is therefore advisable to support cooperation mechanisms between companies that facilitate all the activities involved in training placements.

As a complement, there were responses that pointed to "improving teacher preparation for the specific job and adapting these practices to the classroom". This line was reinforced by an opinion that called for "teachers to know more and better what the working reality is like where students are going to start living in less than two years", so that the centre "can offer these students the alternatives they have in the real world after completing these studies, which in most cases will not be the last ones they will have.

This line was reinforced by an opinion that called for "teachers to know more and better what the working reality is like where students are going to start living in less than two years", so that the centre "can offer these students the alternatives they have in the real world after completing these studies, which in most cases will not be the last ones they will have.

How can students' decision-making and planning skills be improved?

Although there were responses indicating that the schools were working well along these lines, there was one comment that marked this question: "encouraging their maturity".

In this sense, it was pointed to the need to "work in class on real situations that students will face in their future working life", creating "work projects where they have to plan, schedule, coordinate and work in teams". The option was added of "making students take responsibility by executing a time schedule, distinguishing what is important from what is not relevant, measuring the consequences of their actions and non-actions...". Everything to bring them closer to reality".

To this end, the teachers themselves called for "a change in the current paradigm of "study- vomit-content" with a set timetable of series where the student constantly finds himself with the comfort of minimal responsibility". This means "putting students in situations in which they do not have to do guided or repetitive work, but must make their own decisions, take risks, take the initiative, organise their own time. And then, logically, to assess with them the degree of success of these decisions".

In this perspective closer to future work experience, the participants also pointed to "guiding students less on training itineraries and more on what job they would like to do in practice. The question should be "What would you like to work in?, not "What do you like to study?"

Finally, in line with other answers to previous questions, the importance of developing "transversal training plans in competences and skills such as: creativity, critical thinking, problem solving, time management, decision making, etc." was pointed out. In short, working on soft skills".





What skills and competences do students need to develop in order to make healthy decisions about their future?

Here the list of skills and competences was very broad. To summarise, we can mention the following:

- Critical thinking. Fundamental to obtain different points of view on the reality of work, sift the information and thus take a good solution.
- Flexibility and adaptability. The labour market is constantly changing. That is why students should have the ability to adapt, and be willing to step out of their comfort zone, taking on new job options and responsibilities.
- Responsibility, persistence or control of emotions in situations of frustration when they do not get the expected response.
- Emotional intelligence to be able to know themselves, and with this, to know which decisions will be more favourable.
- Social and communication skills, competences and the desire to improve.
- Parental independence, decision-making capacity, autonomy, personality formation and discovery of aptitudes and competences.
- Learning to learn. Self-confidence. Critical analysis.

What competences and knowledge do teachers need for this?

In line with the previous question, the list of skills requested for teachers included, among others:

- Creativity.
- Effective communication, empathy and leadership
- Resilience and stress tolerance.
- Decision-making, conflict resolution and critical thinking.
- Emotional intelligence, active listening and cognitive and behavioural flexibility. In this way they will be able to get to know their students, but also have the tools to guide them in their professional and personal growth process.
- Greater pedagogical training and dealing with the diversity of students with different abilities.
- Knowledge of the labour market.

One of the participants indicated that teachers lack "many skills", because "there is not much continuous training in the world of teaching and it is very necessary. Often in VET, we find students who made the decision for their parents so that they wouldn't stop studying, or because they want to study at university and didn't get the grade. But is this decision the right one? Sometimes we start with students who are already frustrated, because of a dream imposed by their parents".

How can families become more aware of their children's educational reality (needs, expectations, obstacles, fears, vision of the future, goals)?

According to the participants in our Focus Group, "in order for information in this sense to be more effective among families and students, it is necessary to design integrated quality guidance systems that go beyond the traditional function of matching people to jobs and proactively articulate the employability-training-guidance





triangle".

In this line, it was added that the general perception in the VET system in Spain is that "employability is not given the importance it should have and it is of vital importance. We must understand it from an individual perspective as the set of competences that a person possesses, which allow him/her to access and maintain a job, satisfying his/her professional, economic, promotion and development needs".

Participants stressed the need for "more communication, patience and time". "What I have been able to observe in my students," said one participant, "is that parents who are involved, because they take the time to talk to their children and teachers, produce students who are doing better academically than those whose families cannot dedicate this time to them. Regardless of age. Students always need guidance from their families, time, help, etc.". Thus, it was pointed out that "when the family sees their children acquiring skills and autonomy in their work and the more knowledge and practice they obtain, the better their performance, the more successful they will be and the greater their satisfaction will be".

For this reason, families were urged to "spend more productive time with their children, with face-to-face tutoring meetings where their children are present", which would lead to "better communication with the pupils and better integration in the work of the school".

How can students become more aware of the impact of their choices?

Responses to this question were clearly directed at the fact that these decisions "must be constantly testing them with real work situations", which will force students "to make choices".

In this sense, some participants lamented the fact that "we are at a time when everything is given to them", which means that "they get lost when you don't give them enough indications and they have to develop autonomy". "For this, teachers need to take a step back and give them more freedom of decision. At the family level too, they should be more involved in important issues in their lives, where they are sometimes not even asked for their opinion", respondents stressed.

Guidance was also a repeated response, either "by contacting students from previous years who are already in the labour market, people who had to make the same decisions they will soon be making and whose experience can be valuable" or "with guidance talks and by informing them about the different opportunities, with information and visits to companies". However, another line of response was to play down the importance of this ability to make decisions, "because there must be the right to make mistakes and the flexibility to redirect their course at any time". In any case, students were urged to "assume their responsibilities, letting them know that a student's life is not for life".

Finally, the importance of "analysing the consequences of any decision on a day-to-day basis, from the simplest to the most far-reaching" was cited.

What exactly do students need in order to make more effective decisions about their future career?

In this last question, participants emphasised the "development of self-confidence together with the management of uncertainty, analysis tools such as VUCA scenarios, SWOT, etc., and action planning".

This should be complemented by "knowing how to set goals, to plan one's own life and to take responsibility for one's own decisions. In short, initiative, maturity and responsibility".

Already pointing to their future exit to the labour market, the answers pointed to a "better knowledge" of the





labour market, "as well as of all the competences they are going to face in the professional career they choose, and to know if they have the necessary skills to carry out that competence".

In short, many of the responses pointed to "maturity" and a greater "knowledge of reality", both professional and general culture.

Conclusions

- ✓ Most of the answers find a mismatch between the skills developed in VET and the requirements of the labour market. This is quite significant considering that most of the participants are active VET teachers. This shows how, from within the system itself, shortcomings are detected in curricula, syllabuses and even in the very approach to VET in Spain.
- ✓ There were to main lines of emphasis to fill this gap: the practical focus of the studies and the connection to the labour market.
- ✓ In order to foster the decision making of VET students, the respondents marked this answer: "encouraging their maturity" connecting their decisions with the real life and the labour environment.
- ✓ Among the skills and competences which students should develop to make healthy decisions, the most repeated were:
 - Critical thinking.
 - Flexibility and adaptability.
 - Responsibility and persistence.
 - Emotional intelligence.
 - On the other hand, teaches should develop:
 - Creativity.
 - Effective communication, empathy and leadership
 - Resilience and stress tolerance.
 - Decision-making, conflict resolution and critical thinking.
 - Emotional intelligence, active listening and cognitive and behavioural flexibility.
- ✓ Guidance systems, orientation, communication and access to information should be more effective among families and students.
- ✓ Students have to be challenged and face everyday situations to develop their decision making, both in professional and personal context.
- ✓ Students should learn to manage themselves in a scenario of uncertainty to make decisions and develop self-confidence. In short, initiative, maturity and responsibility.





SLOVENIA

Can you briefly introduce yourself? (approximately 2-3 minutes self- introduction question)

Most of the participants are teachers, but there are also some youth workers and students. They work daily with migrant, Roma, Albanian, Bosnian, Serbian children, helping them with practically all school subjects and socialising them with various games and social gatherings.

2. Can we get your prevision and approaches about the interview? (comprehension of the subject and mental preparation question for the interview) How are you feeling to be here? How do you feel/think about sharing your feelings and thoughts in the group?

All participants were keen to share their views, but otherwise they do not have much experience in focus groups of this kind. There is a good chemistry and understanding in the focus group.

3. What do you think are the factors that cause people to drop out of school? Why are young people dropping out of school?

It is the result of the interaction of many factors and it is very difficult to determine which one has the greatest influence on this decision. The most common answers were: parental attitudes towards school, lack of social capital, disadvantaged living conditions, poor cognitive skills, learning difficulties, health problems, environmental and peer influences.

4. What do you think awaits these people in the future?

Young early school leavers face more difficult future, as they will be left behind from the start. In most cases, they will be dissatisfied with their jobs for longer, which will also be reflected in their personal lives and affect their relationships with those close to them. Such young people will also, in principle, have a lower income and will be more likely to be led astray.

5. What measures can be taken and what can be done in this regard?

There should be a better support system in schools that treats everyone equally and pays special attention to each individual. More focus on inclusion for individuals with different special needs. Better activation and socialisation of such individuals.

6. What do you think about factors such as seasonal work, bussed education, dormitory life and needing special education during the drop-out period?

These factors can certainly influence school drop-out, but the group does not believe that these are the key factors that lead to it. The main factors that lead to dropping out of school have already been listed above.

7. How to identify the problems of those who want to drop-out school early?





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We can only identify individuals who want to leave school early after talking to them in depth, after meeting them regularly and getting to know them better. Early school leavers individuals tend to have a poor attitude towards educational institutions and their staff.

8. Can we get your views on the impact of environmental factors (friend environment, peer bullying, teacher discourse, etc.) in making school drop-out decisions?

The group believes that all these factors have a major influence and that, in principle, nothing depends on one factor alone, but on the combination of all of them. Individuals like to imitate friends, family members (brothers, sisters) and peers and often behave and make similar decisions. For example, if a good friend drops out of school, there is a good chance that other friends, peers, etc. will follow him/her. Bullying can have a profound effect on individuals who are already more withdrawn in character, stigmatising them and lowering their self-esteem, which can lead them to underestimate themselves, have a lower opinion of themselves and lose their motivation and goals for getting an education. Teachers have a major role to play in identifying individuals who have the problems described above. They should be treated differently from others, with more attention, mentoring and guidance.

9. Do you think people in the country can start to work choosing their own field appropriate to their abilities?

They can, but it is very important that young people get enough practical experience alongside all the traditional education to build up the competences and skills that will be useful in the future. It certainly takes a lot of effort and sacrifice to get a job in the field of their choice.

10. What role does the family, the student, the teacher, the administrator, the society have in terms of students working in their areas of interest in the future?

All of these play a role in the student's ability to later pursue a career in a field he/she enjoys. Each of them has an impact on him/her in his/her own way. The family must be a supportive environment that motivates, protects, guides, advises and respects the individual's choices. Many times it happens that the family distracts the individual from what he or she really wants to do and as a result the individual succumbs to the wishes of the family and does not follow his or her true dreams. The same applies to all the other groups with which he associates during his schooling and personal development.

11. Where will the education provided in schools move students and society in the future?

In the future, school education will need to be even more responsive to the needs and interests of pupils. The group considers that this period of school education is one of the most important in an individual's life, paving the way for the future. As a result, it shapes the individual and our society as a whole.

12. What are our main motivations when making future choices? Why?

We all want to be happy in life, to have enough money to live a decent life, to do what makes us happy and to have honest relationships with our neighbours, so we make most of our decisions in line with these values.





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13. Was/is there a job you have dreamed of?

The group described their dream job as a workplace where they are valued, respected, paid fairly for their work, doing what makes them happy. A professional, orderly and pleasant working environment with good and honest relationships between colleagues.

14. Who should make the career choice decision regarding your future?

The group believes that the final decision always belongs to the student, but of course it is advisable to have a healthy supportive environment (peers, family, professionals, teachers, school) advising, supporting, guiding and taking into account the student's interests and preferences when making decisions. The supportive environment should work to help the student acquire the necessary skills and knowledge that will benefit him/her in the future.

15. What do you think about career choice decisions?

Decisions have to be thorough and well thought out, as it is often the case that students do not yet know what they want to do with their lives. This is where the supportive environment (family, teachers, peers, etc.) plays an important role, as it can help but also mislead. This is a very important turning point for the individual, as the consequences can be lifelong.

16. What is your belief that there will be a parallelism between the field studied and the job or jobs?

The group believes that networking, learning about the market in which they want to work, acquiring the practical skills that are desirable in a particular profession and, of course, education itself, without which other things are irrelevant, play a big role in getting a job in the profession they want.

17. What are your thoughts on people who are neither in school nor in a job? Are there factors driving them to this difficulty? Or what are the advantages and disadvantages?

Parental attitudes towards school, lack of social capital, disadvantaged living conditions, poor cognitive skills, learning difficulties, health problems, environmental influences, peer influences.

18. Is there anything we haven't mentioned but you would like to state?

Nothing to add.





NETHERLANDS

The focus group questions were applied to 12 people coming from the fields of teachers, student career counsellors, coaches and /or mentors, psychological counsellors (professionals) work with VET students both in non-formal forms and schools. The participants voluntarily participated in the interviews and helped us to understand the situation of VET better both from the point of view of the learners and trainers. The main objective of the focus group questions was to find out about their experiences, job roles, vocational training background, future plans, and expectations from vocational trainings in the host country, issues and problems they faced and how they are best helped through these circumstances. The main objective of the focus group questions for trainers was to find out the reasons/ factors for which young people are dropping out of school, their motivations, future choices, and interests.

NEFINIA interviewed 12 participants, with different backgrounds, and with the profile from groups of teachers, student career counsellors, coaches and /or mentors, psychological counsellors (professionals) work with VET students both in non-formal forms and schools. In order to select the participants, we contacted VET providers of the Netherlands, Universities, Education Centers and also created a Participants call through NEFINIA's social media (Facebook more specifically). After their expression of interest for participation the participants went through an interview process. The participants were given the assurance that their personal information would stay safe. The interviews were realized mostly via Zoom because of the COVID-19 pandemic conditions. The participants were mostly interviewed in groups of 1 - 3.

Teachers' profile Focus Group

Question 1. Please provide brief information about yourself (age, nationality, gender, education level etc.)

Migrant Learners' Profile:

1. **Age Range(s):** The age range of the participants: 25 (2), 30(2), 32(2), 33(2), 35(3), 38 (1)
2. **Gender:** 5 Male, 7 Female
3. **Country of origin:** Netherlands Antilles, Netherlands

Question 2. Please provide your prevision and approaches about the interview

All of them replayed that they feel their responsibility to share the situation of the country and try to support with any possible way in order to this issue to be diminished completely.

Question 3. Please provide the factors you think that cause people to drop out of school. Why are young people dropping out of school?

Information gathered (statistics): The school dropout rate in the Netherlands was reduced in recent years to 8.8 percent in 2012. The rate across the EU was also gradually reduced. The reduction of school dropouts is high on the national and international policy agenda.

The school dropout rate among 18 to 24-year-olds in the Netherlands declined from more than 14 percent in 2003 to nearly 9 percent in 2012. The dropout rate among girls is lower than among boys (7 percent versus more





than 10 percent). Over the last four years, boys mainly accounted for the reduction of the total school dropout rate.

The dropout numbers in the Netherlands (secondary school)

Netherland has set itself a more stringent target and aims for 8%.

In 2015 was the European average 11%. In the Netherlands it was 8.2%.

Cautious conclusions

The most called reason for dropout and “home sitting” is cultural differences.

More reasons that were mentioned are like follows: Reason 1: Expensive tuition fee;

Reason 2: Just not prepared academically; Reason 3: Unhappy with the college; Reason 4: Discouraging environment; Reason 5: Picking the wrong course; Reason 6: Academic inadequacy.

Question 4. What do you think awaits these people in the future?

Dropping out of school has serious consequences for students, their families. Students who decided to drop out of school face social stigma, fewer job opportunities, lower salaries, and higher probability of involvement with the criminal justice system. Academic failure, financial difficulties, disabilities.

Question 5. What measures can be taken and what can be done in this regard?

Measures mentioned which can be taken in order to prevent dropouts:

1. Communicate;
2. Talk to them about career realities;
3. Don't pressure them to do too much;
4. Stay in touch with the school;
5. Be supportive and involved;
6. Encourage a break, rather than quitting;
7. Consider a different school;
8. Consider a gap year.

Question 6. How to identify the problems of those who want to drop-out school early?

This question was separated under categories of parents, schools, colleges and students. What each one of them can do in order to keep students from dropping out:

- ✓ Parents/ schools:
- ✓ Communicate;
- ✓ Talk to their kids about career realities;
- ✓ No pressuring children to do too much;
- ✓ Stay in touch with the school;
- ✓ Be supportive and involved;
- ✓ Encourage a break, rather than quitting;





- ✓ Consider a different school;
- ✓ Develop mentoring/tutoring programs;
- ✓ Introduce classroom coaches;
- ✓ Support their mental health;
- ✓ Provide family support mechanisms;
- ✓ Help students make informed decisions
- ✓ Colleges: Only about 6 out of 10 students graduate from a college or university within six years of matriculation, but there are numerous steps these institutions can take to encourage and support students who want to graduate.
- ✓ Lower costs: Colleges must find ways to lessen the financial burden on students, either through innovative distance-education programs, in-state tuition programs for non-residents or other alternatives;
- ✓ Teach them how to study;
- ✓ Support their mental health;
- ✓ Provide family support mechanisms: Rather than letting students with extenuating family circumstances slip away, colleges must find ways to support them. Some of the ways to do this include providing day-care, expectant- parent classes, family housing, spaces for breastfeeding or free children's meals with the use of student meal plans;
- ✓ Help students make informed decisions: At the end of the day, some students just aren't a good fit for specific colleges and vice versa. If these institutions adequately convey the experience students can expect to have upon enrolment, the chances of the students becoming displeased and eventually dropping out are lessened.
- ✓ Students:
- ✓ Ask for help: At both the high school and college level, students shouldn't be afraid to ask for help if they need it. Regardless of the obstacle at hand, reach out to your parents, a favourite teacher or anyone else in your life whom you trust, and let that person know what's going on. It may feel stressful at first, but chances are that person has an idea for how to help you;
- ✓ Set study goals;
- ✓ Be mindful about nutrition

Question 7. Can we get your views on the impact of environmental factors (friend environment, peer bullying, teacher discourse, etc.) in making school drop-out decisions?

A positive school climate is associated with less bullying behaviour and victimization. The student is likely to trust her teacher more, show more engagement in learning, behave better in class and achieve at higher levels academically. Solely improving students' relationships with their teachers will not produce gains in achievement. However, those students who have close, positive and supportive relationships with their teachers will attain higher levels of achievement than those students with more conflict in their relationships.





Question 8. What role does the family, the student, the teacher, the administrator, the society have in terms of students working in their areas of interest in the future?

The most important role!

Question 9. Who should make the career choice decision regarding children future?

Children needs to make the decision regarding their lives next steps – but they need to have always the right guidance, support and motivation.

Question 10. What is your belief that there will be a parallelism between the field studied and the job or jobs?

Manage being able to be employed on the field studied considers to be really important cause provides comfort and empowerment (psychologically and physically). Spending years studying and not practicing this profession can cause stress, feeling of not being successful or feeling of inferiority.

Question 11. Is there anything we haven't mentioned but you would like to state?

All participants mentioned that they were really satisfied from the process of the interview and that the questions were covering core issues which need to be analysed

Support to Choose Future Focus Group - Students The Netherlands

The focus group questions were applied to 5 children/ students. The participants voluntarily participated in the interviews and helped us to understand the situation of VET better both from the point of view of the learners. The main objective of the focus group questions for trainers was to find out the reasons/ factors for which young people are dropping out of school, their motivations, future choices, and interests.

In order to select the participants, we contacted VET providers of the Netherlands, Universities, Education Centers and also created a Participants call through NEFINIA's social media (Facebook more specifically). After their expression of interest for participation the participants went through an interview process. The participants were given the assurance that their personal information would stay safe. The interviews were realized mostly via Zoom because of the COVID-19 pandemic conditions. The participants were mostly interviewed in groups of 1.

Learners' profile Focus Group

Question 1. Please provide brief information about yourself (age, nationality, gender, education level etc.)

Migrant Learners' Profile:

- 1. Age Range(s):** The age range of the participants: 18 (5)
- 2. Gender:** 3 Male, 2 Female
- 3. Country of origin:** Netherlands

Question 2. Please provide your prevision and approaches about the interview

All students responded and exposed their belief that through this interview they will be able to share feelings, experiences and beliefs



Question 3. Please provide the factors you think that cause people to drop out of school. Why are young people dropping out of school?

Reason 1: Expensive tuition fee;

Reason 2: Just not prepared academically; Reason 3: Unhappy with the college; Reason 4: Discouraging environment; Reason 5: Picking the wrong course;

Reason 6: Academic inadequacy.

Question 4. What do you think awaits these people in the future?

Serious consequences for themselves but also their families. Students who are deciding to drop out of school face social stigma, fewer job opportunities, lower salaries, and higher probability of involvement with the criminal justice system. Academic failure, financial difficulties, disabilities.

Question 5. What measures can be taken and what can be done in this regard?

Measures mentioned which can be taken in order to prevent dropouts:

9. Communicate;
10. Provide students with career realities – is really important;
11. Don't pressure students to do too much;
12. Be supportive and involved;
13. Accept to consider a different school

Question 6. How to identify the problems of those who want to drop-out school early?

- Parents/ schools:
- Communicate;
- Talk to their kids about career realities;
- No pressuring children to do too much;
- Stay in touch with the school;
- Be supportive and involved;
- Encourage a break, rather than quitting;
- Consider a different school;
- Develop mentoring/tutoring programs;
- Colleges:
- Lower costs:
- Teach them how to study;
- Support their mental health;
- Provide family support mechanisms



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Question 7. What role does the family, the student, the teacher, the administrator, the society have in terms of students working in their areas of interest in the future?

To have the support of the family, teachers and mentors is the most important for each student. It provides him or her with the sense of comfort, safety and trust.

Question 8. Who should make the career choice decision regarding your future?

Participants all stated that they would like to have the choose of their own future – but is really important for them to have support and guidance from their family, teachers, educators and/ or mentors.

Question 9. What are our main motivations when making future choices? Why?

Each person has the right to make decisions and have choices about how they live their life. Each person has different ideas about what is important and what makes them feel best. Making your own choices about the things you do is very important because it gives your life meaning.

Question 10. What is your belief that there will be a parallelism between the field studied and the job or jobs?

Participants stated that having the ability to work o their studied field is really important for them as they are feeling that they succeeded what they where dreaming. It provides them will satisfaction, personal, psychological and mental health and progress.

Question 11. Is there anything we haven't mentioned but you would like to state?

All participants mentioned that they were really satisfied from the process of the interview and that the questions were covering core issues which need to be analysed.

COMPARATION THE REPORT

In this report, it is explained that focus group researches in four countries (Türkiye, Spain, Holland, Italy). The focus group interviews are related to EU Project which is titled Support to Choose Future.

A focus group interview has some format such as: Focus group interviews are a group meeting mechanism, for an ideal duration of 90-120 minutes, conducted with structured, unstructured or semi-structured interview questions, which are handled within qualitative research methods, and a moderator, a reporter, at least one observer and a maximum of 8-15 participants. Topics are pre-determined, participants come together for a common solution, it is a process of discussion of ideas. Problems become clear and all ideas are discussed and common themes are determined with the right questions on the problems with the participants who are previously planned. These themes make important contributions to the analysis of the ideas and discourses in focus group discussions. Thus, common solutions will be approached. In addition, it would not be wrong to describe it as the process of influencing each other and influenced by each other within the group.

First of all stages of the focus group interviews are: First stage; Subject, theme or problem/problems are determined. These problems and themes are ranked in order of importance.





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Second stage; Suitable participants for the research to be conducted must be determined. The research is introduced to the selected participants and necessary information is given about the purpose, importance, objectives and methods of the research.

Third stage; The environment, place and time of the research are determined. The researcher (moderator or expert) who will lead the interview, at least one observer and one reporter are determined, and the first topic (2 or 3 questions) to ask questions is planned. The researcher (expert) has to ask questions in the right place at the right time. It is important for the participants to express their opinions. When participants who do not respond, when they are silent participants; The participant should be asked non-directive open-ended questions (for example, the meaning of this silence can be asked) for self-disclosure, and it is even an important source of data for the expert or observer to focus and take notes on the responses of the individuals as well as their bodily reactions.

Fourth stage; It is planned to make a summary of the interview and record the responses from the participants on the sound recording device in the environment and then analyze the content immediately. In addition, the expert or observer can also take notes during the interviews. Afterwards, this will be helpful when the content analysis is done.

During the implementation of focus group interviews, some principles should be taken into account. These principles will both justify the validity of the implementation and allow focus group participants to integrate into the study in shorter periods during the implementation. First of all, it should be determined who will attend the focus group meeting. In this context, conducting the study by a moderator, a reporter and an observer will play a more functional role in achieving the aim of the focus group study. Pre-inspection of the place where the focus group study will be carried out by the researchers, the preparation of the recording devices (there should be at least two recording devices) in advance and the elimination of the deficiencies are also of great importance in terms of eliminating possible problems. Another issue in the preparation phase of the meeting is the creation of name badges in line with the consent and requests of the participants.

After all preparations for the interview are completed, just before the interview starts, the information about where, how many people, in which date and time interval and by whom (reporter, observer and moderator) the interview will be conducted should be recorded on the recording device by the researchers. In open focus group discussions, if a viewer other than the participants wishes to participate in the meeting, the decision should be made considering the contribution or negative effects of them to the meeting, and if they will be included, they should follow the interview from a place outside the interview table. In closed focus group discussions, no one except the participants, moderator, reporter and observer is included in the meeting. In addition, necessary measures must be taken to prevent uninvited guests from being included in the meeting.

Another point that should be taken into consideration before starting the interview is to inform the participants in advance what the purpose and objectives of the interview are, and conducted by whom, on behalf of which institution/organization/project/study. After the interview begins, the person should be told how important it is to





participate in the interview in order to prevent the shy or passive participation of the participants and warmer contacts (jokes, treats, etc.) should be established to get rid of their timidity.

It is essential to apply some procedures in order for focus group discussions to reach their goals and to increase efficiency. For example, audio recording will be taken in focus group discussions, this requires permission and approval. It should be guaranteed that this confidential information will not be shared with anyone else, and that what is said in the project will only be used in scientific studies to gather around a common solution. This will be a source of trust between researchers and participants. Also, voicing the concept of cooperation will enable everyone to express their opinions in focus group discussions. In addition, it is necessary to mention that it is a platform where there is no subordinate-superior relations. Because it is essential for everyone to express themselves comfortably. This must be provided by the researcher himself/herself.

There are 3 focus group interviews in the project process. Their questions are below:

1st Focus Group Interview's questions are;

1. Please provide brief information about yourself (age, nationality, gender, education level etc.)
2. Please provide your prevision and approaches about the interview
3. Please provide the factors you think that cause people to drop out of school. Why are young people dropping out of school?
4. What do you think awaits these people in the future?
5. What measures can be taken and what can be done in this regard?
6. How to identify the problems of those who want to drop-out school early?
7. Can we get your views on the impact of environmental factors (friend environment, peer bullying, teacher discourse, etc.) in making school drop-out decisions?
8. What role does the family, the student, the teacher, the administrator, the society have in terms of students working in their areas of interest in the future?
9. Who should make the career choice decision regarding children future?
10. What is your belief that there will be a parallelism between the field studied and the job or jobs?
11. Is there anything we haven't mentioned but you would like to state?

Answers in four countries are shaped so that there are some similarities and differences. In first focus group interview these similarities and differences are found for;

3rd Q: Please provide the factors you think that cause people to drop out of school. Why are young people dropping out of school?

When dropout of school is researched it can be seen that economic factors and low motivation are important to drop out.

4th Q: What do you think awaits these people in the future?





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Economical obstacles are front of youth. And because they want to get easy money, they won't desire to continue vocational education.

5th Q: What measures can be taken and what can be done in this regard?

Family, school, civic society, local administrations, etc. should become together and develop policies. Good and effective communication and individualistic education environment are important for success. Motivation is important also for success.

6th Q: How to identify the problems of those who want to drop-out school early?

Communication is key word. And this communication should be done by mentors who are teachers.

7th Q: Can we get your views on the impact of environmental factors (friend environment, peer bullying, teacher discourse, etc.) in making school drop-out decisions?

Support of family, school and mentors are important for students.

8th Q: What role does the family, the student, the teacher, the administrator, the society have in terms of students working in their areas of interest in the future?

Get easy money is important for motivation of drop out.





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5.SURVEYS FOR STAKEHOLDERS

Aim of Surveys for Stakeholders

Country Reports

TÜRKİYE

The short name of the project with the contract number [2020-1-TR01-KA202-092936] prepared within the body of Hakkari University Continuing Education Application and Research Center Directorate, evaluated and accepted within the scope of the European Union (EU) 2020 Erasmus+ KA202 Vocational Education Strategic Partnership Projects, is "Development of Co-Agency Coaching & Mentoring System To Support Vet Students In Their Decision Making Process For The Future" During the execution process, a survey was conducted with the teachers within the framework of the project outputs and a total of 10 questions were asked to the teachers. The questions asked were analyzed with the SPSS program and the results of Türkiye countries were compared. According to the results,

1 What are the reasons for choosing the wrong department in your school, dropping out of school, or being left out of formal education?

While the teachers who answered this question in Türkiye mostly focused on problems such as motivation, negative role models, peer influence, family situations, and economic status, they did not see the influence of different cultures and the lack of students' desire for education as effective factors.

Student motivation	25,61%
Negative role model and peer influence	20.73%
Economic situation	17,07%
Family situations	14.63%
Transportation and accommodation	9,76%
Lack of cooperation between students, parents and schools	8.54%
Different culture effect	2.44%
Students do not come to school unwillingly	1.22%

2.What are the skills, competencies and information that can be useful to a teacher when deciding on a student's future choice?

Teachers who answered this question in Türkiye listed the most important characteristics that a teacher should have when deciding on students' future choices as responsibility and stability, active listening, giving feedback and action planning, while emotional intelligence and creating a common goal remained in the background.



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Stress management	10.66%
Critical thinking	10.66%
Responsibility and stability	18.03%
Emotional intelligence	8.20%
Active Listening	14.75%
Giving feedback	13.93%
Common Goal	8.20%
Action Planning	13.93%
follow-up	12.30%

3. How important is the participation of the family in ensuring that the student has a satisfactory school experience and in making the student successful?

According to the answer given to the relevant question, the family is considered very important for young people in Türkiye to achieve success in their future elections.

Very Important	83.33%
Important	13.33%
I'm undecided	3.33%
Unimportant	0.00%
Very Unimportant	0.00%

4 How much networking work is being implemented in your school to manage early school leaving, skills mismatch, and need?

Teachers who responded to this question stated that students made significant connections to identify early school dropouts, skill mismatch, and need. There is no teacher who says he does not connect.

We are very much cross-stakeholder networking 26.67%





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We network at a good level	43.33%
We network	23.33%
We create a small number of networks	6.67%
We don't network	0.00%

5 As a teacher how active do you feel in communicating with all stakeholders of your school to deal with skills mismatch, early school leaving and 'NEET' of neither being in work nor employment?

Teachers who answered this question generally considered themselves effective in dealing with young people's early school leaving, skills mismatch and NEET situations. No teacher has said that it is ineffective.

Very Effective	20.00%
Active	46.67%
Medium Active	26.67%
Less Active	6.67%
Inactive	0.00%

6 As a Teacher, how competent do you feel in dealing with the issue of dropping out of school, choosing the wrong department/profession, NEET?

Teachers who answered this question generally considered themselves competent to deal with young people's early school leaving, skills mismatch and NEET situations. There was no teacher who said that he was not competent.

Very competent	20.00%
Proficient	40.00%
Intermediate Proficient	36.67%
Less Proficient	3.33%
Not Competent	0.00%

7. How important is the professional motivation of the teacher in motivating vocational high school students about their careers and directing them to the profession?





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Teachers who answered this question found the professional motivation of the teacher important in guiding the students about career and increasing their motivation.

Very important	53.33%
Important	43.33%
Undecided	0.00%
Unimportant	0.00%
Very Unimportant	3.33%

8 Can you describe in 3 words what you do to involve your students in life?

Teachers who answered this question in Türkiye gave the answers of guidance/orientation (12.20%), active communication (12.20%) and Awareness (9.76%).

9 Could you explain the 3 competencies (in 3 words) that VET students should develop during their education in order to take an active role in decision-making processes about their future?

Teachers who answered this question gave the answers of active listening (27.43%), empathy (15.93%) and conflict resolution (10.62%).

10 Can you write down the 3 mandatory characteristics that vocational high school students should have throughout their education in order to take an active role in the decision-making processes for their future?

Teachers who answered this question gave the answers of motivation (23.30%), self-esteem (15.53%) and knowledge/consciousness/skills (9.71%).

ITALY

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asked were analyzed with the SPSS program and the results of Italy countries were compared. According to the results,

1 What are the reasons for choosing the wrong department in your school, dropping out of school, or being left out of formal education?

In Italy, teachers who answered this question mostly focused on problems such as motivation, family situations, economic situation, negative role model and peer influence, lack of student, parent and school cooperation, and different cultural influence, while the problems of transportation and accommodation and students' lack of desire for education remained in the background.

Student motivation	22,97%
Negative role model and peer influence	12.16%
Economic situation	12,16%
Family situations	22.97%
Transportation and accommodation	1,35%
Lack of cooperation between students, parents and schools	16.22%
Diverse culture effect	12.16%
Students do not come to school because they do not want to study	0.00%

2. What are the skills, competencies and information that can be useful to a teacher when deciding on a student's future choice?

In Italy, teachers who answered this question focused on active listening, responsibility and stability, creating common goals, critical thinking, while giving feedback and follow-up remained in the background.

Stress management	5.06%
Critical thinking	15.19%
Responsibility and stability	17.72%
Emotional intelligence	8.86%
Active Listening	27.85%
Giving feedback	5.06%
Common Goal	13.92%
Action Planning	8.86%





follow-up



2.53%



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3. How important is the participation of the family in ensuring that the student has a satisfactory school experience and in making the student successful?

According to the answer given to the relevant question, the family is considered very important for young people in Italy to achieve success in their future elections.

Very Important	53.33%
Important	30.00%
I'm undecided	13.33%
Unimportant	3.33%
Very Unimportant	0.00%

4 How much networking work is being implemented in your school to manage early school leaving, skills mismatch, and need?

Teachers who responded to this question stated that students made significant connections to identify early school dropouts, skill mismatch, and need.

We are very much cross-stakeholder networking	20.00%
We network at a good level	33.33%
We network	40.00%
We create a small number of networks	3.33%
We don't network	3.33%

5 As a teacher how active do you feel in communicating with all stakeholders of your school to deal with skills mismatch, early school leaving and 'NEET' of neither being in work nor employment?





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Teachers who answered this question generally considered themselves moderately active in dealing with young people's early school leaving, skills mismatch and NEET situations. At the same time, it has been observed that there are teachers who do not see themselves as less effective and effective

Very Effective	3.33%
Active	26.67%
Medium Active	50.00%
Less Active	16.67%
Inactive	3.33%

6 As a Teacher, how competent do you feel in dealing with the issue of dropping out of school, choosing the wrong department/profession, NEET?

Teachers who answered this question generally considered themselves moderately competent to deal with young people's early school leaving, skills mismatch and NEET situations. At the same time, it has been observed that there are teachers who do not see themselves as less competent and competent.

Very competent	3.33%
Proficient	23.33%
Intermediate Proficient	53.33%
Less Proficient	16.67%
Not Competent	3.33%

7. How important is the professional motivation of the teacher in motivating vocational high school students about their careers and directing them to the profession?

Teachers who answered this question found the professional motivation of the teacher very important in guiding the students about career and increasing their motivation. No teacher has ever answered that it is very insignificant and very insignificant.





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Very important	50.00%
Important	36.67%
Undecided	13.33%
Unimportant	0.00%
Very Unimportant	0.00%

8 Can you describe in 3 words what you do to involve your students in life?

Teachers who answered this question in Italy gave the answers of guidance/orientation (12.20%), active communication (12.20%) and Awareness (9.76%).

9 Could you explain the 3 competencies (in 3 words) that VET students should develop during their education in order to take an active role in decision-making processes about their future?

Teachers who answered this question gave the answers of active listening (27.43%), empathy (15.93%) and conflict resolution (10.62%).

10 Can you write down the 3 mandatory characteristics that vocational high school students should have throughout their education in order to take an active role in the decision-making processes for their future?

Teachers who answered this question gave the answers of motivation (23.30%), self-esteem (15.53%) and knowledge/consciousness/skills (9.71%).

SPAIN

Date: March 2022

Place: Spain

Project Partner: INDEPCIE

Total number of participants: 34 teachers from different VET schools in Andalusia





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1. Basic information about the participants

The universe of the survey consisted of VET teachers from different public and private schools in Andalusia with proven teaching experience and knowledge about the topic. Previously, they were informed about the main findings of our project and the goals of this survey.

Most of them came from Cordoba, although we also recorded the participation of teachers from the provinces of Seville and Malaga.

More than 50 questionnaires were sent out, both individually (directly to the teachers) and to head teachers and heads of studies, requesting that they facilitate the distribution of the questionnaires among the teaching staff of the centres. In the end, we obtained 36 affirmative responses to the questionnaire. Of these, 21 were women and 15 were men.

2. Questions

- What are the issues that should be addressed to reduce the early school drop, skill mismatch, and neet situations in your school community?
- What skills/competences/knowledge can be useful for a teacher to be able to better support the decision making process of the students?
- How much do you think it is important to involve the families of the students in your work to develop a successful and satisfying school experience for the students?
- How much networking job is implemented in your school community to manage early school drop, skill mismatch and neet situations? (involving the different stakeholders as parents, students, counselors, school managers etc.)
- As a teacher, how competent do you feel to be able to INVOLVE all the stakeholders of the school community (teachers, school management, families, counselors) to deal with skill mismatch, early school drop and neet situations?
- As a teacher, how much competent do you feel to do INTERVENTIONS to deal with skill mismatch, early school drop and neet situations?
- How much impact has the professional motivation of the teacher on motivating the VET student and his/her future professional life path/career?

- Please list 3 actions (using 3 words) that you are doing as a teacher to promote the possibility/idea among your students to "play an active role in life".
- Please list 3 competencies (in 3 words) that a VET teacher MUST have to deal with and manage the school drop-out and skill mismatch situations?
- Please list 3 competencies (in 3 words) that the VET students MUST develop during their education to take an active role in their decision making process for their future.

3. Results

- *What are the issues that should be addressed to reduce the early school drop, skill mismatch, and neet situations in your school community?*

1. Students motivation

2. Students – parents – school disconnection

3. Economical issues





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- *What skills/competences/knowledge can be useful for a teacher to be able to better support the decision making process of the students?*

1. Critical thinking

2. Emotional intelligence

3. Responsibility and persistence

- *How much do you think it is important to involve the families of the students in your work to develop a successful and satisfying school experience for the students?*

55%	Very important
37%	Important
6%	Neutral
2%	Not very important
0%	Not important at all

- *How much networking job is implemented in your school community to manage early school drop, skill mismatch and neet situations? (involving the different stakeholders as parents, students, counselors, school managers etc.)*

21%	A lot
65%	Much
12%	Neutral
2%	Not much
0%	Not so much

- *As a teacher, how competent do you feel to be able to INVOLVE all the stakeholders of the school community (teachers, school management, families, counselors) to deal with skill mismatch, early school drop and neet situations?*

19%	Very competent
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35%	Competent
22%	Neutral
18%	Not very competent
6%	Not competent at all

- *As a teacher, how much competent do you feel to do INTERVENTIONS to deal with skill mismatch, early school drop and neet situations?*

8%	Very competent
39%	Competent
27%	Neutral
20%	Not very competent
6%	Not competent at all

- *How much impact has the professional motivation of the teacher on motivating the VET student and his/her future professional life path/career?*

51%	A lot
35%	Much
12%	Neutral
2%	Not much
0%	Not at all

- *Please list 3 actions (using 3 words) that you are doing as a teacher to promote the possibility/idea among your students to "play an active role in life".*

- developing critical thinking
- raising awareness
- developing responsibility
- developing resilience





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- making them aware of their emotions
- fostering decision making
- developing the freedom of choice
- letting them being wrong
- fostering internal reflection
- reinforcing self analysis
- analyzing their actions
- reshaping their beliefs
- Trying to be a role model

- *Please list 3 competencies (in 3 words) that a VET teacher MUST have to deal with and manage the school drop-out and skill mismatch situations?*

- Experience
- Persistence
- Patience
- Active listening
- Open mind
- Empathy
- Emotional regulation
- Resilience
- Flexibility
- Conflict solving
- Mentoring
- Coaching
- Motivation
- Integrity
- **Love**





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- *Please list 3 competencies (in 3 words) that the VET students MUST develop during their education to take active role in their decision making process for their future.*

- Responsibility
- Maturity
- Decision making
- Resilience
- Persistence
- Adaptability
- Courage
- Awareness
- Innovation
- Motivation
- Creativity
- Complex problem solving
- Human skills
- Interpersonal relationships
- Coordination with others
- Teamwork
- Patience
- Accepting advices
- Goal setting

SLOVENIA

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teachers within the framework of the project outputs and a total of 10 questions were asked to the teachers. The questions asked were analyzed with the SPSS program and the results of Slovenia countries were compared. According to the results,

1 What are the reasons for choosing the wrong department in your school, dropping out of school, or being left out of formal education?

While the teachers who answered this question in Slovenia mostly focused on problems such as motivation, negative role model, peer influence, family situations, and economic situation, they did not see the influence of different cultures and the lack of students' desire for education as effective factors.

Student motivation	25,61%
Negative role model and peer influence	20.73%
Economic situation	17,07%
Family situations	14.63%
Transportation and accommodation	9,76%
Lack of cooperation between students, parents and schools	8.54%
Different culture effect	2.44%
Students do not come to school unwillingly	1.22%

2. What are the skills, competencies and information that can be useful to a teacher when deciding on a student's future choice?

Teachers who answered this question in Slovenia listed the most important characteristics that a teacher should have when deciding on students' future choices as responsibility and stability, active listening, giving feedback and action planning, while emotional intelligence and creating a common goal remained in the background.

Stress management	10.66%
Critical thinking	10.66%
Responsibility and stability	18.03%
Emotional intelligence	8.20%
Active Listening	14.75%
Giving feedback	13.93%
Common Goal	8.20%





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Action Planning	13.93%
follow-up	12.30%

3. How important is the participation of the family in ensuring that the student has a satisfactory school experience and in making the student successful?

According to the answer given to the relevant question, the family is considered very important for young people in Slovenia to achieve success in their future elections.

Very Important	83.33%
Important	13.33%
I'm undecided	3.33%
Unimportant	0.00%
Very Unimportant	0.00%

4 How much networking work is being implemented in your school to manage early school leaving, skills mismatch, and need?

Teachers who responded to this question stated that students made significant connections to identify early school dropouts, skill mismatch, and need. There is no teacher who says he does not connect.

We are very much cross-stakeholder networking	26.67%
We network at a good level	43.33%
We network	23.33%
We create a small number of networks	6.67%
We don't network	0.00%

5 As a teacher how active do you feel in communicating with all stakeholders of your school to deal with skills mismatch, early school leaving and 'NEET' of neither being in work nor employment?

Teachers who answered this question generally considered themselves effective in dealing with young people's early school leaving, skills mismatch and NEET situations. No teacher has said that it is ineffective.





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Very Effective	20.00%
Active	46.67%
Medium Active	26.67%
Less Active	6.67%
Inactive	0.00%

6 As a Teacher, how competent do you feel in dealing with the issue of dropping out of school, choosing the wrong department/profession, NEET?

Teachers who answered this question generally considered themselves competent to deal with young people's early school leaving, skills mismatch and NEET situations. There was no teacher who said that he was not competent.

Very competent	20.00%
Proficient	40.00%
Intermediate Proficient	36.67%
Less Proficient	3.33%
Not Competent	0.00%

7. How important is the professional motivation of the teacher in motivating vocational high school students about their careers and directing them to the profession?

Teachers who answered this question found the professional motivation of the teacher important in guiding the students about career and increasing their motivation.

Very important	53.33%
Important	43.33%
Undecided	0.00%
Unimportant	0.00%
Very Unimportant	3.33%

8 Can you describe in 3 words what you do to involve your students in life?





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Teachers who answered this question in Slovenia gave the answers of guidance/orientation (12.20%), active communication (12.20%) and Awareness (9.76%).

9 Could you explain the 3 competencies (in 3 words) that VET students should develop during their education in order to take an active role in decision-making processes about their future?

Teachers who answered this question gave the answers of active listening (27.43%), empathy (15.93%) and conflict resolution (10.62%).

10 Can you write down the 3 mandatory characteristics that vocational high school students should have throughout their education in order to take an active role in the decision-making processes for their future?

Teachers who answered this question gave the answers of motivation (23.30%), self-esteem (15.53%) and knowledge/consciousness/skills (9.71%).

NETHERLANDS

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questions asked were analyzed with the SPSS program and the results of Netherlands countries were compared. According to the results,

1 What are the reasons for choosing the wrong department in your school, dropping out of school, or being left out of formal education?

In the Netherlands, teachers who answered this question mostly focused on problems such as motivation, family situations, economic situation, negative role model and peer influence, lack of student, parent and school cooperation, different cultural influence, while the problems of transportation and accommodation and students' lack of desire for education remained in the background.

Student motivation

17,59%

Negative role model and peer influence

11.11%





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Economic situation	14,81%
Family situations	19,44%
Transportation and accommodation	5,56%
Lack of cooperation between students, parents and schools	13,89%
Diverse culture impact	17,59%
Students do not come to school because they do not want to study	0,00%

2. What are the skills, competencies and information that can be useful to a teacher when deciding on a student's future choice?

While the teachers who answered this question in the Netherlands found all the elements that should be in the teacher important when deciding on the future choices of the students, stress management remained in the background.

Stress management	6.72%
Critical thinking	16.81%
Responsibility and stability	13.45%
Emotional intelligence	10.08%
Active Listening	13.45%
Giving feedback	10.92%
Common Goal	11.76%
Action Planning	11.76%
follow-up	11.76%

3. How important is the participation of the family in ensuring that the student has a satisfactory school experience and in making the student successful?

According to the answer to the relevant question, the family is considered very important for young people in the Netherlands to achieve success in their future elections.





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Very Important	100.00%
Important	0.00%
I'm undecided	0.00%
Indifferent	0.00%
Very Unimportant	0.00%

4 How much networking work is being implemented in your school to manage early school leaving, skills mismatch, and need?

Teachers who answered this question stated that students had a good level of connection to identify early school dropout, skill mismatch, and need.

We are very much cross-stakeholder networking	9.09%
we network at a good level	54.55%
We network	3.82%
We create a small number of networks	4.55%
We don't network	0.00%

5 As a teacher how active do you feel in communicating with all stakeholders of your school to deal with skills mismatch, early school leaving and 'NEET' of neither being in work nor employment?

Teachers who answered this question generally considered themselves active and moderately active in order to cope with young people's early school leaving, skills mismatch and NEET situations. At the same time, there was no teacher who did not see himself as less effective and effective.

Very Effective	0.00%
Active	43.48%
Medium Active	56.52%
Less Active	0.00%





Inactive

0.00%



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6 As a Teacher, how competent do you feel in dealing with the issue of dropping out of school, choosing the wrong department/profession, NEET?

Teachers who answered this question generally considered themselves competent and moderately competent to deal with early school leaving, skill mismatch and NEET situations of young people.

Very competent	0.00%
Proficient	27.27%
Intermediate Proficient	72.73%
Less Proficient	0.00%
Not Competent	0.00%

7. How important is the professional motivation of the teacher in motivating vocational high school students about their careers and directing them to the profession?

Teachers who answered this question found the professional motivation of the teacher important in guiding the students about career and increasing their motivation. No teacher has ever replied that it is insignificant and very insignificant.

Very important	13.04%
Important	69.57%
Undecided	17.39%
Unimportant	0.00%
Very Unimportant	0.00%

8 Can you describe in 3 words what you do to involve your students in life?

Teachers who answered this question in Netherlands gave the answers of guidance/orientation (12.20%), active communication (12.20%) and Awareness (9.76%).





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9 Could you explain the 3 competencies (in 3 words) that VET students should develop during their education in order to take an active role in decision-making processes about their future?

Teachers who answered this question gave the answers of active listening (27.43%), empathy (15.93%) and conflict resolution (10.62%).

10 Can you write down the 3 mandatory characteristics that vocational high school students should have throughout their education in order to take an active role in the decision-making processes for their future?

Teachers who answered this question gave the answers of motivation (23.30%), self-esteem (15.53%) and knowledge/consciousness/skills (9.71%).

COMPARISON OF STAKEHOLDERS IN 5 COUNTRIES

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Teachers who participated in the survey in 4 out of 5 countries (Türkiye 25.62%, Slovenia 23.89%, Italy 22.97%, Spain 23.36%) answered the student motivation question about What are the reasons for choosing the wrong

department in your school, dropping out of school, or being left out of formal education? Teachers surveyed in the Netherlands mostly answered family situations with 19.44%. The teachers who gave the most economic situation answer to the relevant question were from Spain with 21.90%. The country with the lowest response to transportation and accommodation was Italy with 1.35%, while the highest answer was Turkey with 9.76%. The country with the highest response to the lack of cooperation between students, parents and schools was Spain with 21.17%, while the lowest country was Türkiye with 8.54%. However, the country with the highest response to negative role model and peer influence was Türkiye with 20.73%, while the country with the lowest response was Spain (10.95%). While the country with the highest response to the influence of different cultures was the Netherlands (17.59%), the lowest response came from Türkiye with 2.44%. In all countries, the lowest response was that students did not come to school because they did not want to study. From this point of view, according to





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the answers given to the question, the priorities of the Netherlands have been family situations and different cultural influences. Although the influence of different cultures outside of Türkiye (Slovenia 7.08%, Italy 12.16%, Spain 8.03%) is not as high as in the Netherlands, it has been one of the important factors among the reasons why students choose the wrong department, drop out of school and stay out of formal education.

While teachers from Spain, Italy and Türkiye responded to the question with more responsibility and stability (Türkiye 18.03%, Italy 17.72%, Spain 20.39%), active listening in Slovenia and Italy (Slovenia 15.97%, In Italy, 27.85%, and in the Netherlands, the answer was critical thinking (16.81%) question about What are the skills, competencies and information that can be useful to a teacher when deciding on a student's future choice? However, the proportion of teachers who give critical thinking and emotional intelligence answers to the same question in Spain is higher than in other countries. Teachers in Spain place more emphasis on responsibility and stability, emotional intelligence, and critical thinking. In addition, Italy (2.53%) was the country that gave the least response to follow the status of the students. Active listening has come to the fore as the expected ability and competence of teachers in Italy compared to other countries. The other answers given in all countries are close to each other.

How important is the participation of the family in ensuring that the student has a satisfactory school experience and in making the student successful? It was answered the question "Teachers are very important in all countries." All (100%) of the teachers surveyed in the Netherlands gave a very important answer to this question. In the countries surveyed, no one answered this question as very important. However, the teachers who answered that the contribution of the family is important in the success of the students were mostly from Slovenia (16.67%) and Italy (13.33%). Despite everything, every country has considered the participation of the family in the process important and necessary for the students' school experience and success.

Teachers from 5 countries who participated in the survey said that they had a good level of networking (Türkiye 43.33%, Slovenia 43.33%, Italy 33.33%, Spain 68.57%, Netherlands 54.55%), the question about How much networking work is being implemented in your school to manage early school leaving, skills mismatch, and need? Although Spain and the Netherlands are the countries that do the most networking work, it seems that an

effort is being made in this regard in every country as well. None of the teachers from 5 countries answered that we do not network.

The answers given to the question in 5 countries vary the question about As a teacher, how active do you feel in communicating with all stakeholders of your school to deal with skills mismatch, early school leaving and 'NEET' of neither being in work nor employment? The country that gave the highest rate of very effective answers to this question was Türkiye (20%). None of the teachers surveyed in the Netherlands described themselves as very active. The rate in Italy (3.33%) is also low. Overall, all teachers surveyed rated themselves as active and moderate. Those





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who define themselves as inactive (Türkiye 0%, Spain 0%, Netherlands 0%, Italy 3.33%, Slovenia 3.45%) are also almost non-existent.

The highest proportion of teachers from each country who felt very competent was seen in Türkiye (20%) and the lowest rate was seen in the Netherlands (0%) the question about As a Teacher, how competent do you feel in dealing with the issue of dropping out of school, choosing the wrong department/profession, NEET? In general, teachers described themselves as competent and intermediate. The proportion of teachers who consider themselves competent is 51.43% in Spain, 40% in Türkiye, 33.33% in Slovenia, 27.27% in the Netherlands and 23.33% in Italy. Teachers surveyed in the Netherlands and Italy saw themselves as more moderately competent (72.33% in the Netherlands, 53.33% in Italy).

Most of the teachers from Türkiye and Spain answered very important (53.33% in Türkiye, 51.43% in Spain) the question about How important is the professional motivation of the teacher in motivating vocational high school students about their careers and directing them to the profession? Teachers from other countries generally found the professional motivation of the teacher to be important (Netherlands 69.57%, Spain 37.14%, Italy 36.67%). The highest rates of teachers who were undecided on this issue were in Slovenia (20%), Italy (13.33%) and the Netherlands (17.33%). While the number of those who find the professional motivation of the teacher to be insignificant or very insignificant in the orientation of students is not at all in Italy and the Netherlands, it is almost non-existent in other countries (Turkey-very insignificant-3.33%, Slovenia-insignificant-3.33%, Spain-insignificant-2.86%).

Teachers from 5 countries mostly answered guidance/guidance (12.20%), active communication (12.20%) and awareness (9.76%) question about Can you describe in 3 words what you do to involve your students in life?. The teachers who participated in the survey used the words responsibility (4.07%), action analysis (3.25%) and skill (2.44%) the least.

Teachers from 5 countries who participated in the question mostly answered active listening (27.43%), empathy (15.93%) and conflict resolution (10.62%) question about Could you explain the 3 competencies (in 3 words) that VET students should develop during their education in order to take an active role in decision-making processes about their future?. Comprehension (5.31%), motivation (4.42%) and guidance/guidance (3.54%) were the least common answers.

Can you write down the 3 mandatory characteristics that vocational high school students should have throughout their education in order to take an active role in the decision-making processes for their future? Teachers from 5

countries who participated in the survey mostly answered motivation (23.30%), self-esteem (15.53%) and knowledge/consciousness/skills (9.71%) question about Can you write down the 3 mandatory characteristics that vocational high school students should have throughout their education in order to take an active role in the





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decision-making processes for their future?. Self-confidence (4.85%), responsibility (4.85%) and cooperation (3.88%) were the least common answers.





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6. TRAINING REPORT

Aim of the Training Report

The goals of the training program were clear and aligned with the objectives of the "Support to Choose Future" project. These goals include promoting knowledge on social constructionism, co-agency coaching, mentoring approaches, group supervision projects, and collaborative approaches in VET school communities.

Country Reports

TÜRKİYE

Course Title: Co-Agency Coaching&Mentoring Training

Date: 6-8 March 2023

Managing Partner: Hakkari University

Training Venue: Atatürk Vocational and Technical Anatolian High School

Facilitators: Ali Can GÖZCÜ, Yunus EROĞLU, Cumhur DEMİRALP

Course Language: Turkish

Duration of the training: 12 hours

No. of Participants: 25

No. of Respondents to the Evaluation Questionnaire: 25 (Participants answered in psychically form on evaluation questions) We did evaluation such as debate.

If you apply a questionnaire share your results here

Within the scope of the Support To Choose Future Project, "Joint Agency Coaching and Mentoring Training", which aims to provide vocational high school teachers with competence in coaching and mentoring students, was held on 6-7-8 March 2023 by Project Coordinator Ali Can GÖZCÜ, Project Researchers Yunus EROĞLU. and Cumhur DEMİRALP, at the pilot school Atatürk Vocational and Technical Anatolian High School. At the end of this training, teachers, who are the most effective actors in terms of supporting students' future choices, attended the Hakkari University Rector Prof. ceremony held on March 8, 2023. Dr. They were entitled to receive a certificate of participation at the certificate of participation ceremony in which Ömer PAKIŞ also participated. This training module, designed as a result of international meetings and in the light of findings obtained from academic studies, was carried out in 3 stages between the relevant dates.

Phase 1: Project and Training Module Introduction:





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At this stage, Yunus EROĞLU gave comprehensive information about the purpose of the project, its scope and all the activities carried out until the final point of the project, and the question marks in the minds of the teachers regarding the project were removed. In addition, the findings of the focus group interviews and surveys conducted previously were mentioned to the teachers of Atatürk Vocational and Technical Anatolian High School, the pilot school where Joint Agency and Mentoring Training was provided. Thus, a preliminary preparation was made for the training that will take place in the next stages.

Phase 2: What Coaching Isn't?

Joint Agency Coaching and Mentoring Training's "What is not Coaching?" In the first stage, misconceptions about coaching and prejudices regarding this training were eliminated by Cumhur DEMİRALP. In addition, at this stage, data on the "peer effect", which is the most striking element of the findings obtained from the focus group interviews and survey studies carried out within the scope of the project, was presented and the first of the framework headings was presented under the name of "peer education".

Stage 3: Coaching and Mentoring Training:

In the "Coaching and Mentoring Training" phase, which is the 3rd phase of the training, Project Coordinator Ali Can GÖZCÜ provides basic training such as "Basic Coaching Competencies and Mentoring", "Role Plays", "Peer Mediation", "Theater and Drama", "Social Collaborative Learning". The training module process was completed by providing coaching and mentoring training.

ITALY

Course Title: Co-Agency Coaching&Mentoring Training

Date: 8-9 September 2022

Managing Partner: S.I.D.E.S.APS

Training Venue: ENGIM Veneto Training Hall/Treviso/Italy

Facilitators: Handan Akarsu Scarabello, Giuseppe Scarabello

Course Language: Italian

Duration of the training: 16 hours

No. of Participants: 25

No. of Respondents to the Evaluation Questionnaire: 13





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If you apply a questionnaire share your results here.

We have sent the evaluation questionnaire at the end of the training session to have more answers possible. However, they had urgent jobs to do and most of the teachers could not do it. The questions and results are presented below:

1. In light of what is shared in the CO-AGENCY COACHING AND MENTORING TRAINING with the other teachers, how do you think you can act (or not be able to act) in relation to situations of possible drop out, skill miss match or neet?

- Build a dialogue with the student based on trust
- Actively involve not only students but also families and school management in the process
- Try to help the boy / girl and family in instilling the reasons for not dropping out of school by evaluating all the possibilities.
- Yes, he could intervene by trying to motivate the student's decision.
- I will try to use peer education more
- I think I have acquired effective tools, that I can analyze my work from another point of view

2. On a scale of one to seven, how much was the proposal of the CO-AGENCY COACHING AND MENTORING TRAINING training course useful for me? Intermediate values allow you to modulate the response. 1(not so useful) to 7 (very useful)

- %66,7 7
- & 33,3 1

3. How can the proposal of the CO-AGENCY COACHING AND MENTORING TRAINING be described by me in terms of usefulness and / or non-usefulness?

- Very interesting
- Very helpful
- Helps to reflect, process thoughts, questions and answers.
- Useful in classroom management
- Useful
- It was a very useful experience, which gave me the opportunity to see my role, the role of the children and different methodologies in the management of the class and of individuals with various problems
- A very interesting experience, to be redone and certainly recommended.
- Very helpful





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4. On a scale of one to seven, how much did the CO-AGENCY COACHING AND MENTORING TRAINING proposal have an EFFECTIVE value for me? Intermediate values allow you to modulate the response. 1(not so useful) to 7 (very useful)

- %66,7 7
- %11,1
- %22,2 5

5. How can the CO-AGENCY COACHING AND MENTORING TRAINING proposal be described by me in terms of effectiveness or ineffectiveness?

- Valid
- Effective because question wording suggestion can be used
- I find it hard to think in terms of effectiveness now. I can think of it as perceived effectiveness. Imagined
- I hope it can be effective
- Effective
- It was very effective, with several points on which to work efficiently with the class and the children
- Certainly effective because from this experience I was able to obtain very valid help.
- Very effective

6. On a scale of one to seven, how much did the proposal of the CO-AGENCY COACHING AND MENTORING TRAINING in which I participated centered my needs and my needs? Intermediate values allow you to modulate the response.

- %66,7 7
- & 33,3 1

7. What are the requirements, needs, issues that I would like to be deepened and developed because they are important and urgent?

- The problematic kids
- Group dynamics
- Group management and coaching
- I believe those concerning the management of the most critical cases and classroom management with the use of extra didactic activities (games and more)
- Definitely the deepening of coaching.
- dealing with difficult situations in the classroom strategies to create a dialogue with students labeled as "difficult"

8. How do I evaluate the intervention and the service provided by the trainers? Optimal





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Positive. Excellent interaction and ways of exchanging ideas. Professional, welcoming, competent

Very professional

Optimal, they were excellent speakers, engaging, light, punctual and precise Clear and effective.

Very useful Illuminated exactly on the point

While writing the training summary questions below would guide you:

“What did work well? Overall training worked well, all the topics were covered and the participants showed high interest. The process was interactive from the beginning to end.

What didn't work? It was not easy for the teachers to join this training since they had many other responsibilities in that period. However, they showed a great interest and managed to participate . During the training they

Which parts of the training course should be improved?

Coaching part of the training module should be improved and should contain more scientific and updated information.

What do you need to implement this training course better?

It would be more efficient if we would be able to implement it in more days such as 3-4 days. It would give them time to process each topic and it would increase the efficiency of the training.

Your advices:

Doing a questionnaire to the exact participants before the implementation of the training to understand their specific needs of the teacher and focus more on their needs and go deeper during the training.

Other opinions you would like to mention:”

SPAIN

Course Title: Co-Agency Coaching&Mentoring Training

Date: 27/09/2023

Managing Partner: INDEPCIE SCA Training Venue: MEDAC (Córdoba, Spain)





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Facilitators: José Carlos León

Course Language: Spanish

Duration of the training: 15 hours

No. of Participants: 30

No. of Respondents to the Evaluation Questionnaire:

If you apply a questionnaire share your results here

Attendance at the sessions was not very uniform, and while in some sessions we reached 30 participants, in others the number was reduced due to various reasons. This made the collection of results and evaluations complicated and not very descriptive of what was taught during the training. Given the impossibility of receiving answers to the questionnaires, we requested that the MEDAC management and the teachers involved in the activity collect feedback from the participants, so that the results could be as realistic as possible.

1. TRAINING COURSE PROFILE

2. COURSE EVALUATION RESULTS

Although the bulk of the training took place at MEDAC, other actions were also carried out among VET teachers at Colegio Córdoba, a school that implements four middle and upper cycles. During the sessions we worked on the contents developed in SCF, together with other concepts usually implemented by INDEPCIE in its trainings based on our experience with Secondary and VET teachers. Due to the above, we cannot specifically stick to the questions raised in the evaluation form, but to a general feedback from the participants in the CO-AGENCY COACHING AND MENTORING TRAINING SESSIONS.

The general impression given by the participant teachers was that Co-agency and mentoring offer numerous advantages for their performance, enhancing their professional development, job satisfaction, and effectiveness in the classroom. For most of them this was a new topic. Most of them had already heard about educational application of coaching, but the hints given by co-agency and even the concept itself was a kind of new. In this sense, some of the participants highlighted that Co-agency and mentoring provide opportunities to engage their students and mates in collaborative learning experiences. They can exchange ideas, share resources, and learn from each other's experiences, thereby promoting continuous professional growth.

At the same time, as something new for most of the respondents, it enhances professional (and even personal) skill development, because it allows experienced teachers to impart their knowledge and skills to less experienced colleagues. Through observation, feedback, and guidance, mentors help mentees develop teaching strategies, classroom management techniques, and other essential skills.





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Thinking from a personal point of view, some of the participants mentioned that Co-agency and mentoring provide a support system for teachers, particularly for those who are new to the profession or facing challenges in their teaching practice. Mentoring encourages teachers to engage in reflective practice, where they critically examine their teaching methods, instructional decisions, and student outcomes. Through discussions with their peers, teachers can gain insights into their teaching practices and identify areas for improvement.

Moreover, co-agency can facilitate the successful implementation of new educational initiatives or reforms within schools. Mentors can help mentees understand the goals and expectations of these initiatives and provide guidance on how to effectively integrate them into their teaching practice. Overall, co-agency and mentoring can play a vital role in supporting the professional growth and effectiveness of teachers, ultimately benefiting students and the broader school community.

When directly questioned about the effect it can have on pupils in preventing early school leaving and, in an earlier scenario, school failure, the participating teachers indicated that coagency, as a collaboration between different entities or actors, can play an important role in different areas. Thus, some mentioned Early Intervention, because collaboration between schools, families, social services and community organisations can facilitate the early identification of factors that can lead to early school leaving. Working together, these actors can detect warning signs and provide support before problems escalate.

From that point of view, co-agency provides Comprehensive Support to students and families, especially those at risk of dropping out of school. This can include academic tutoring programmes, psychological counselling, access to health services, socio-economic assistance and extracurricular activities that foster engagement and a sense of belonging. By working collaboratively, agencies can coordinate their resources and efforts to maximise their impact on dropout prevention. This may involve sharing information, establishing referral protocols, and collaborating on the implementation of programmes and services. Finally, co-agency can help connect schools with resources and supports in the local community. This can include collaborations with non-profit organisations, local businesses, government agencies and community leaders to provide learning opportunities, employment, mentoring and other services that foster students' academic and personal success.

In short, co-agency is an effective strategy to prevent dropout by facilitating collaboration among different entities and stakeholders to provide comprehensive and personalised support to at-risk students. By working together, we can address the multiple factors that contribute to dropout and promote a more inclusive and enriching school environment. While writing the training summary questions below would guide you: “What did work well? In general there was a good participation of the attendees, who after a logical initial barrier opened up to concepts that were mostly new to them, or at least from a different approach. The most striking thing is that concepts such as mentoring or coaching were already common, but they were surprised by the topic of co-agency. What didn't





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work? Irregularity in participation. Difficult to maintain the same homogeneous group during all sessions. Which parts of the training course should be improved? More practical activities, tools, exercises, games... pragmatic applications and no more theory. This is something that several participants pointed out and, in our experience, a constant in our work with VET and secondary school teachers.

What do you need to implement this training course better? Perhaps more flexibility. We tried to conform to Dr. Iudici's explanations, and although we brought in some concepts from our own experience, we did not feel entirely comfortable.

3. Training Summary

Your advices: Perhaps an ex-ante evaluation in addition to the ex-post evaluation in order to know the evolution of the participants before and after the training.

Other opinions you would like to mention: None

SLOVENIA

Course Title: Co-Agency Coaching&Mentoring Training

Date: 21.10.2022

Managing Partner: DRPDNM

Training Venue: Novo mesto, Novi trg 9 and Grm school

Facilitators: dr. Lejla I. Leric

Course Language: English, Slovenian

Duration of the training: 12 hours

No. of Participants: 25

No. of Respondents to the Evaluation Questionnaire: 25 (Participants answered in psychically form on evaluation questions) We did evaluation such as debate.

If you apply a questionnaire share your results here

1. Useful of the trainings





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It provides individuals with the knowledge and expertise necessary to perform their jobs effectively. Training contributes to the professional growth of individuals by helping them stay updated on, best practices, and new studies. Training is crucial for all professionals and teachers, providing them with the information and skills needed to integrate smoothly into challenges.

2. What was the most effective in this training

Training fosters collaboration, communication, and cohesion among team members. Teachers can be trained in effective monitoring and evaluation methods to assess students' progress and identify potential issues before they escalate to the point of dropout. Training can help teachers incorporate interactive and engaging tools into their lessons, making learning more appealing to students.

3. Do you can implement knowledge from the training in your work? All participants answered positively. Also in summary they gave some feedback such as:

Foster an environment where educators feel comfortable working together to enhance their teaching practices. Discuss teaching experiences, what worked well, and areas for improvement. Teachers can take turns leading lessons or demonstrating specific instructional techniques. Establish a constructive feedback protocol for co-agency coaching sessions. Focus on providing feedback that is specific, actionable, and supportive of professional growth.

While writing the training summary questions below would guide you:

“What did work well? From my point of view, training was very successful and effective, because participants asked for implementation to their colleagues which didn't take part in this training.

What didn't work? Everything went smoothly. Participants were very satisfied.

Which parts of the training course should be improved? Mostly, the part when we could implement and include more interactive lessons, more articles, etc.

What do you need to implement this training course better? More time, more materials.

Your advices: From my opinion, I would like to add more materials, with different diagrams, examples from other similar trainings, include digital elements....

Other opinions you would like to mention:”





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NETHERLANDS

Course Title: Co-Agency Coaching&Mentoring Training

Date: 25.10.2023

Managing Partner: NEFINIA Training Venue: NEFINIA (Rotterdam, Netherlands)

Facilitators: Christina Irene Karvouna

Course Language: dutch

Duration of the training: 15 hours

No. of Participants: 35

No. of Respondents to the Evaluation Questionnaire:

If you apply a questionnaire share your results here

Attendance at the sessions was not very uniform, and while in some sessions we reached 35 participants, in others the number was reduced due to various reasons. This made the collection of results and evaluations complicated and not very descriptive of what was taught during the training. Given the impossibility of receiving answers to the questionnaires, we requested that the NEFINIA management and the teachers involved in the activity collect feedback from the participants, so that the results could be as realistic as possible.

1. TRAINING COURSE PROFILE

2. COURSE EVALUATION RESULTS

Although the bulk of the training took place at NEFINIA, other actions were also carried out among VET teachers in Rotterdam, a school that implements four middle and upper cycles. During the sessions we worked on the contents developed in Support to Choose Future, together with other concepts usually implemented by NEFINIA in its trainings based on our experience with Secondary and VET teachers. Due to the above, we cannot specifically stick to the questions raised in the evaluation form, but to a general feedback from the participants in the CO-AGENCY COACHING AND MENTORING TRAINING SESSIONS.

The general impression given by the participant teachers was that Co-agency and mentoring offer numerous advantages for their performance, enhancing their professional development, job satisfaction, and effectiveness in the classroom. For most of them this was a new topic. Most of them had already heard about educational application of coaching, but the hints given by co-agency and even the content itself was a kind of new. In this





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sense, some of the participants highlighted that Co-agency and mentoring provide opportunities to engage their students and mates in collaborative learning experiences. They can exchange ideas, share resources, and learn from each other's experiences, thereby promoting continuous professional growth.

At the same time, as something new for most of the respondents, it enhances professional (and even personal) skill development, because it allows experienced teachers to impart their knowledge and skills to less experienced colleagues. Through observation, feedback, and guidance, mentors help mentees develop teaching strategies, classroom management techniques, and other essential skills.

Thinking from a personal point of view, some of the participants mentioned that Co-agency and mentoring provide a support system for teachers, particularly for those who are new to the profession or facing challenges in their teaching practice. Mentoring encourages teachers to engage in reflective practice, where they critically examine their teaching methods, instructional decisions, and student outcomes. Through discussions with their peers, teachers can gain insights into their teaching practices and identify areas for improvement.

Moreover, co-agency can facilitate the successful implementation of new educational initiatives or reforms within schools. Mentors can help mentees understand the goals and expectations of these initiatives and provide guidance on how to effectively integrate them into their teaching practice. Overall, co-agency and mentoring can play a vital role in supporting the professional growth and effectiveness of teachers, ultimately benefiting students and the broader school community.

When directly questioned about the effect it can have on pupils in preventing early school leaving and, in an earlier scenario, school failure, the participating teachers indicated that coagency, as a collaboration between different entities or actors, can play an important role in different areas. Thus, some mentioned Early Intervention, because collaboration between schools, families, social services and community organisations can facilitate the early identification of factors that can lead to early school leaving. Working together, these actors can detect warning signs and provide support before problems escalate.

From that point of view, co-agency provides Comprehensive Support to students and families, especially those at risk of dropping out of school. This can include academic tutoring programmes, psychological counselling, access to health services, socio-economic assistance and extracurricular activities that foster engagement and a sense of belonging. By working collaboratively, agencies can coordinate their resources and efforts to maximise their impact on dropout prevention. This may involve sharing information, establishing referral protocols, and collaborating on the implementation of programmes and services. Finally, co-agency can help connect schools with resources and supports in the local community. This can include collaborations with non-profit organisations, local businesses, government agencies and community leaders to provide learning opportunities, employment, mentoring and other services that foster students' academic and personal success.





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In short, co-agency is an effective strategy to prevent dropout by facilitating collaboration among different entities and stakeholders to provide comprehensive and personalised support to at-risk students. By working together, we can address the multiple factors that contribute to dropout and promote a more inclusive and enriching school environment. While writing the training summary questions below would guide you: “What did work well? In general there was a good participation of the attendees, who after a logical initial barrier opened up to concepts that were mostly new to them, or at least from a different approach. The most striking thing is that concepts such as mentoring or coaching were already common, but they were surprised by the topic of co-agency. What didn’t work? Irregularity in participation. Difficult to maintain the same homogeneous group during all sessions. Which parts of the training course should be improved? More practical activities, tools, exercises, games... pragmatic applications and no more theory. This is something that several participants pointed out and, in our experience, a constant in our work with VET and secondary school teachers.

What do you need to implement this training course better? Perhaps more flexibility. We tried to conform to Dr. Iudici’s explanations, and although we brought in some concepts from our own experience, we did not feel entirely comfortable.

3. Training Summary

Your advices: Perhaps an ex-ante evaluation in addition to the ex-post evaluation in order to know the evolution of the participants before and after the training.

Other opinions you would like to mention: None





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7. PILOT TRAINING EVALUATION TEACHERS

Aim of the Pilot Training Evaluation Teachers

Country Reports

The short name of the project with the contract number [2020-1-TR01-KA202-092936] prepared within the body of Hakkari University Continuing Education Application and Research Center Directorate, evaluated and accepted within the scope of the European Union (EU) 2020 Erasmus+ KA202 Vocational Education Strategic Partnership Projects, is "Development of Co-Agency Coaching & Mentoring System To Support Vet Students In Their Decision Making Process For The Future" During the execution process, a survey was conducted with the teachers within the framework of the project outputs and a total of 10 questions were asked to the teachers. The questions asked were analyzed with the SPSS program and the results of 5 countries were compared. According to the results,

Teachers who participated in the survey in 4 out of 5 countries (Türkiye 25.62%, Slovenia 23.89%, Italy 22.97%, Spain 23.36%) answered the student motivation question about What are the reasons for choosing the wrong department in your school, dropping out of school, or being left out of formal education? Teachers surveyed in the Netherlands mostly answered family situations with 19.44%. The teachers who gave the most economic situation answer to the relevant question were from Spain with 21.90%. The country with the lowest response to transportation and accommodation was Italy with 1.35%, while the highest answer was Turkey with 9.76%. The country with the highest response to the lack of cooperation between students, parents and schools was Spain with 21.17%, while the lowest country was Türkiye with 8.54%. However, the country with the highest response to negative role model and peer influence was Türkiye with 20.73%, while the country with the lowest response was Spain (10.95%). While the country with the highest response to the influence of different cultures was the Netherlands (17.59%), the lowest response came from Türkiye with 2.44%. In all countries, the lowest response was that students did not come to school because they did not want to study. From this point of view, according to the answers given to the question, the priorities of the Netherlands have been family situations and different cultural influences. Although the influence of different cultures outside of Türkiye (Slovenia 7.08%, Italy 12.16%, Spain 8.03%) is not as high as in the Netherlands, it has been one of the important factors among the reasons why students choose the wrong department, drop out of school and stay out of formal education.

While teachers from Spain, Italy and Türkiye responded to the question with more responsibility and stability (Türkiye 18.03%, Italy 17.72%, Spain 20.39%), active listening in Slovenia and Italy (Slovenia 15.97%, In Italy, 27.85%, and in the Netherlands, the answer was critical thinking (16.81%) question about What are the skills, competencies and information that can be useful to a teacher when deciding on a student's future choice?

However, the proportion of teachers who give critical thinking and emotional intelligence answers to the same question in Spain is higher than in other countries. Teachers in Spain place more emphasis on responsibility and stability, emotional intelligence, and critical thinking. In addition, Italy (2.53%) was the country that gave the least





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response to follow the status of the students. Active listening has come to the fore as the expected ability and competence of teachers in Italy compared to other countries. The other answers given in all countries are close to each other.

How important is the participation of the family in ensuring that the student has a satisfactory school experience and in making the student successful? It was answered the question "Teachers are very important in all countries." All (100%) of the teachers surveyed in the Netherlands gave a very important answer to this question. In the countries surveyed, no one answered this question as very important. However, the teachers who answered that the contribution of the family is important in the success of the students were mostly from Slovenia (16.67%) and Italy (13.33%). Despite everything, every country has considered the participation of the family in the process important and necessary for the students' school experience and success.

Teachers from 5 countries who participated in the survey said that they had a good level of networking (Türkiye 43.33%, Slovenia 43.33%, Italy 33.33%, Spain 68.57%, Netherlands 54.55%), the question about How much networking work is being implemented in your school to manage early school leaving, skills mismatch, and need? Although Spain and the Netherlands are the countries that do the most networking work, it seems that an effort is being made in this regard in every country as well. None of the teachers from 5 countries answered that we do not network.

The answers given to the question in 5 countries vary the question about As a teacher, how active do you feel in communicating with all stakeholders of your school to deal with skills mismatch, early school leaving and 'NEET' of neither being in work nor employment? The country that gave the highest rate of very effective answers to this question was Türkiye (20%). None of the teachers surveyed in the Netherlands described themselves as very active. The rate in Italy (3.33%) is also low. Overall, all teachers surveyed rated themselves as active and moderate. Those who define themselves as inactive (Türkiye 0%, Spain 0%, Netherlands 0%, Italy 3.33%, Slovenia 3.45%) are also almost non-existent.

The highest proportion of teachers from each country who felt very competent was seen in Türkiye (20%) and the lowest rate was seen in the Netherlands (0%) the question about As a Teacher, how competent do you feel in dealing with the issue of dropping out of school, choosing the wrong department/profession, NEET? In general, teachers described themselves as competent and intermediate. The proportion of teachers who consider themselves competent is 51.43% in Spain, 40% in Türkiye, 33.33% in Slovenia, 27.27% in the Netherlands and 23.33% in Italy. Teachers surveyed in the Netherlands and Italy saw themselves as more moderately competent (72.33% in the Netherlands, 53.33% in Italy).





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Most of the teachers from Türkiye and Spain answered very important (53.33% in Türkiye, 51.43% in Spain) the question about How important is the professional motivation of the teacher in motivating vocational high school students about their careers and directing them to the profession? Teachers from other countries generally found the professional motivation of the teacher to be important (Netherlands 69.57%, Spain 37.14%, Italy 36.67%). The highest rates of teachers who were undecided on this issue were in Slovenia (20%), Italy (13.33%) and the Netherlands (17.33%). While the number of those who find the professional motivation of the teacher to be insignificant or very insignificant in the orientation of students is not at all in Italy and the Netherlands, it is almost non-existent in other countries (Turkey-very insignificant-3.33%, Slovenia-insignificant-3.33%, Spain-insignificant-2.86%).

Teachers from 5 countries mostly answered guidance/guidance (12.20%), active communication (12.20%) and awareness (9.76%) question about Can you describe in 3 words what you do to involve your students in life?. The teachers who participated in the survey used the words responsibility (4.07%), action analysis (3.25%) and skill (2.44%) the least.

Teachers from 5 countries who participated in the question mostly answered active listening (27.43%), empathy (15.93%) and conflict resolution (10.62%) question about Could you explain the 3 competencies (in 3 words) that VET students should develop during their education in order to take an active role in decision-making processes about their future?. Comprehension (5.31%), motivation (4.42%) and guidance/guidance (3.54%) were the least common answers.

Can you write down the 3 mandatory characteristics that vocational high school students should have throughout their education in order to take an active role in the decision-making processes for their future? Teachers from 5 countries who participated in the survey mostly answered motivation (23.30%), self-esteem (15.53%) and knowledge/consciousness/skills (9.71%) question about Can you write down the 3 mandatory characteristics that vocational high school students should have throughout their education in order to take an active role in the decision-making processes for their future?. Self-confidence (4.85%), responsibility (4.85%) and cooperation (3.88%) were the least common answers.





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8. FOCUS GROUP 2 REPORT

Aim of the Focus Group 2 Report

The aim of the 2nd Focus Group is to be comprehensive, aiming to evaluate, gather feedback, and gain insights into the practical application and impact of the training modules, while also soliciting ideas for improvement and exploring potential uses in different contexts.

Country Reports

TÜRKİYE

The participants whose information is given below attended the 2nd Focus Group Interview held on 13.11.2023 within the scope of the "Support to Future" project. This study was carried out with the participation of teachers-guidance teachers/psychological counselors and administrators in a round table arrangement in the teachers' room of Atatürk Vocational and Technical Anatolian High School in Hakkari. In this focus interview, which aims to collect data with open-ended interview questions, the project coordinator Lecturer Ali Can GÖZCÜ served as moderator; Lecturer Dr. Lecturer Member Yunus EROĞLU and Lecturer Dr. Cumhuri DEMİRALP met with the participants by acting as rapporteur and observer.

Focus group interviews were conducted with a total of 27 educators, including 24 teachers (from different branches), 2 guidance teachers/psychological counselors and 1 administrator. The project team also attended the interview as observers. Before the interview, the moderator, Lecturer Ali Can GÖZCÜ, made an informative presentation about the scope, content and purpose of the project, as a reminder and due to the desire of new teachers to participate in the study. Just before the start of the interview, permission was obtained from all participants to take photos and record the responses of the participants, and the focus group interview was started by stating that the interview would be recorded. Questions were asked to the participants based on 6 open-ended questions prepared within the scope of the 2nd focus group interview. Important data regarding the scope of the project were obtained from the questions answered sincerely by the participants.

The data obtained from the questions asked about the extent to which the training module increased the awareness of the joint agency approach among teachers is analyzed using the content analysis method and presented below.

In this context, the answers given to the question "what are your thoughts about the defined contents of the training module for teachers?" revealed that the training module had a positive effect on teachers and that this module was also experienced by students in general. As a matter of fact, statement of participant K1 said, "It was a very productive training for both the students and the instructors," and statement of participant K2 said, "It was productive for myself and the students, we achieved good results." support this. Participant K3 said, "It produces





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good results for students who are open to development and really

want coaching."

Participant K4 said, "My personal awareness has increased. I achieved improvement not only for the students but also for myself.". The K5 participant criticized as "Aspects that will increase family cooperation should be added." The K6 participant said, "It touched my own branch. Since it is a vocational high school, while I observe students who have a talent for sports, I also help them plan their careers by coaching them apart from observing. I had students who had talent and won the department of physical education and sports."

Although the answers to the 2nd question "How did you practically apply the suggestions, perspectives and reasoning from the pilot training you attended?" in focus group interview show that practical applicability is a little more difficult than theoretical, it is also noteworthy that the feedback is positive. Particularly, the statements of participant K3 as "We receive feedback from the training we received. It's also beneficial. But we also see that the change has not reached the expected level." show that the training module fulfilled its duty in providing benefits, but the expected changes in the students did not reach the desired level. In addition, participant K8 said, "There are students who know the importance of the work that furniture students do. It increases students' awareness of their coaching abilities,". Additionally, regarding his approach to students and the students' approach to him before receiving coaching training, K8 participant said, "Being together for more time provides more contribution. In the past, as a teacher with a stick in my hand, I was telling my students to do this, don't do that. Now I ask them what they want. My body language has changed. If you want, I say I am your best friend, your mother or your father. When the students hear this, they approach me with respect rather than fear and see me as a close friend and open themselves up more. They are trying to learn more about their job.". In practice, the perception and application of coaching as a companionship has revealed that especially relationships and coaching techniques are well grasped in the training given.

The answers to the 3rd question as "What do you think of the seven strategies (role playing, peer mediation, theatre, social collaborative learning, peer education, videos) identified in the STFC (Support to Choose Future) coaching and mentoring training to address students' roles and positions? Have you implemented them? If so, what were the consequences?" showed that social collaborative learning, theater and peer education, among the training module applications, are applied more frequently and these applications are effective. While the K3 participant stated that these practices include social collaborative learning, theater and peer education; Participant K4, using the expressions, "It is quite effective. I think these strategies are correct and applicable." demonstrated the feasibility and effectiveness of the strategies in the training module.

The question "What suggestions and contributions do you have for the implementation of the training module?" is a question for the development of the training module of the educators who participated in the focus group interview, and it also allows the educators to express the difficulties they encountered in the field. The answers given to this question revealed the necessity of reviewing the student-parent-teacher relations in order to get more efficiency from this training module and the necessity of communication in an equation in which these three actors are involved. In this context, it is noteworthy that K1 and K7 participants stated that parents are also very active





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actors. In this regard, participant K7 made an important contribution to the review of relational equations saying that “It is not just teacher-parent or student-teacher communication; student-student interaction and communication are also very important.” A suggestion for these training modules came from the K17 participant. According to this view, these training modules should be more attractive for students.

Other suggestions can be listed as follows, with many different participants expressing their common opinions:

1. The family should also participate in the developed trainings,
2. Different techniques can be added to attract the student,
3. Home visits should be made by teachers and coaching should be applied within the family,
4. A 12th grade student should mentor/coach a 9th grade student and this distribution should occur among all grades.
5. This system should become widespread in national education.

Another question posed in the focus group interview was, "How can you or your organization benefit from the training modules developed?" The most striking answer to this question was the following words of the K21 participant; "Coaching education and system should be school-based. Training modules should also be prepared and implemented taking into account the realities of the schools. Because the student potential in each school and the departments in the school differ." Although this view has been expressed by other educators, it has been argued that the dynamics of not only the schools but also the region and the people of the region should be taken into account.

The answers given to the focus group interview questions and the approach of the teachers who participated in this focus group interview clearly showed that the training module, which includes different strategies and applications within the scope of the Support to Choose Future project, was seen as positive and applicable by the teachers who participated in these trainings before. In addition, the necessity of disseminating it with the online training module was emphasized. It was also requested that the training documents shared after the training be shared with the new teachers and that the training be repeated. As a matter of fact, it was also stated that the teachers who participated in the training module trainings applied these methods and received a certain amount of feedback. However, it has been one of the dominant views that the training modules applied should be evaluated with the fact that the communication skills of the students are not developed. It should also be stated that the fact that most of the teachers who took part in the training on the module in the school where the application took place had changed, constituted the limitation of the focus group interview.

It should also be noted that the economic problems that emerged in the first focus group study, peer influence, economic expectation of the family, lack of education and indifference to the student, motivation, dreams and goal





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deficiencies in the students were repeated in the 2nd focus group study and negative examples were supported by these elements.

ITALY

The focus group was implemented to 8 people coming from the school community of ENGIM Turazza, a VET school based in Treviso that is part of a network of VET schools located in Italy. The group was composed by: - 7 teachers - 1 school manager - All participants were part of the same school community. The main goal of focus group was to understand the extent of the impact of the Support to Choose Future Training All of them were really exited and curios to participate to the focus group to discuss and explore the impact. Before involving the participants in the focus group session we have sent them a detailed letter, in which we explained the framework of project and focus group session fundamentals. The participants were enrolled in focus group with the mediation of school secretary office; they participated voluntarily to the process of focusing the topic that we proposed them, by using the questionnaire that partnership prepared. The participants agreed on sharing their personal thoughts for research goals; participants were informed that their personal information would be used according to the guidelines of General Data Protection Regulation promoted by EU and Italian national law about privacy and personal data protection.

1. What are your thoughts on the defined contents for the training module for teachers?

P1 The content was about very useful tools and methods for teachers not only to support the student in their decision making processes but also manage the challenging situations in the class. P2. We have many trainings for teachers during the year. This was the one the few trainings that was based on practice and really useful in real life.

P3. I agree. This intervention was constructive and targeted us.

P6. The training was very engaging. Even we are adults and we do not show it, It is not easy to focus in a theoretical and formal way of training. This one I feel involved, part of the training, discuss about real cases and work on possible scenarios kept us focused and alive all day. Participants express a strong appreciation for the practicality and utility of the training content. The emphasis on tools and methods stands out as particularly beneficial for teachers, not only in supporting students but also in managing challenging situations in the classroom. The feedback suggests that the training was engaging and relevant, breaking away from traditional theoretical approaches. The interactive nature of the training, including discussions on real cases and practical scenarios, contributed to sustained focus and enthusiasm among the participants.

2. How did you practically apply the suggestions, points of view, and reasoning from the pilot training in which you participated?

P1. I used the peer education in the class and it was very successful, I chose 2 students to give the lesson to the others and it was effective.





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P4. For me the active listening part was very useful. It changed the communication with students. P5. The best part of the project was involving also the parents to the activities and creating an environment we all have responsibility and none of us perfect and there is no just one right way to solve the problems. Teachers share success stories of implementing suggestions from the pilot training in their classrooms. Notably, the use of peer education is highlighted as effective, leading to positive outcomes in student learning. The emphasis on active listening is identified as a valuable tool that positively impacted communication with students. The involvement of parents in activities is highlighted as a positive outcome, fostering a sense of shared responsibility. The acknowledgment that there is no single right way to solve problems creates an open and collaborative environment.

3. What do you think about the seven strategies identified in the STCF coaching and mentoring training for addressing the role and position of students (roleplaying, peer mediation, theatre, social cooperative learning, peer education, videos)? Did you implement them, and if so, what were the results?

P1. As I said before, I used the peer education in the class and it was very successful, I chose 2 students to give the lesson to the others and it was effective but I did not use the other methods. P6. I am using sometimes videos and films in the class however it is not possible using all the methods especially for the practical workshops since it is a professional school. P5. This co-agency approaches that is to involve all, all part of school community, as teacher, principal, student and create a space to communicate together, decide together, give responsibility to all, even students... Also, for me, we had an impact with the workshops that we have done with parents and students. By the way in these meetings we saw a very high participation in the second meeting, we had about 50. The implementation of the identified strategies varies among participants. While peer education finds widespread use and success, the practical constraints of a professional school setting impact the use of certain methods like role-playing and theater. Co-agency approaches, involving all members of the school community, receive positive feedback.

4. What suggestions and contributions do you have for the implementation of the training module? P7. We have participated the training in a time that we were very busy with other tasks but if you ask us when is the good time for doing a training I would say we are always very busy. And this kind of training requires a clean head and focus. The content was very interesting and useful however we were not 100 per cent focused.

P8. Instead of doing a training all day in 2-3 days this training would be more useful and impactful if we would do it regularly such as one topic in one month. So, also for us it would be sustainable, we would have time to implement and digest the things we spoke and learned.

P2. Yes, also even if the training was very useful some important parts can be forgotten by time. In that way we would not forget.

P1. I would like to have more hours of this training, go deeper on coaching and tools/ methods. Participants express concerns about the timing of the training, suggesting that a focused and clear mindset is essential for effective learning. Recommendations for shorter, regular sessions are made to enhance sustainability and knowledge retention. The participants Express a collective desire for more in-depth training, indicating a thirst for deeper knowledge and skills development. This aligns with a commitment to continuous learning and professional growth.





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5. How can you or your organisation utilise the developed training modules?

P4. We would for sure use the co agency approach. Before this project, especially for the nonitalian families, they were just coming, listening what we say and they were going. Having a non-Italian facilitator was useful to engage and involve them actively to the meetings. They were encouraged to be part of the process. And again, showing we do not have the solution and we can work together on the solution.

P5. We are a part of a network under Engim Turazza which is an umbrella organization for many professional schools it means we can contact with all the schools. We would like to share and offer the training course both face to face an online to them which for sure would have an impact on prevention of early school leavings, skills mismatch and Neet situations in the mid and long term. The co-agency approach is highlighted as a transformative strategy, particularly in engaging non-Italian families. The collaborative nature of problem-solving is seen as a positive shift in the dynamics between educators and families. Participants express a proactive intention to share the training within their broader network of professional schools. The potential impact on preventing early school leaving, addressing skills mismatch, and reducing NEET situations is recognized.

6. Do you have any questions, or is there anything else you would like to add? Participants provide nuanced feedback on the intensity and duration of the training, emphasizing the need for optimal learning conditions. The suggestion for shorter, regular sessions indicates a consideration for the practical constraints of teachers' schedules. The expressed desire for more training hours, especially on coaching and tools/methods, suggests a high level of enthusiasm for continuous learning and a deeper exploration of the subject matter. The qualitative analysis reveals a positive reception of the training module among teachers, with a strong emphasis on practicality, engagement, and relevance. Success stories of implementation underscore the effectiveness of the training in real-life teaching scenarios. Suggestions for improvement primarily focus on optimizing timing, duration, and a collective yearning for more in-depth exploration, indicating a commitment to ongoing professional development. The intention to share the training within a broader network highlights the potential for a ripple effect, contributing to a positive shift in educational communities.

SPAIN

1. What are your thoughts on the defined contents for the training module for teachers?

After the sessions carried out with teachers from several VET centres in Cordoba, the majority of teachers pointed out that the contents defined in the training are extremely complementary and useful for their day-to-day work.

Teachers argued that this type of content, especially that related to social and personal skills, is not included in their different curricula, which are generally much more focused on the areas and competences of each subject. However, when the time comes to face students and their specific problems face to face, they find themselves lacking knowledge, techniques and tools that allow them to work with their students on aspects such as emotional management, decision making or goal setting.





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Most of the teachers indicated that this type of content is valid not only in an educational environment, but in all areas of life, especially with young VET students who often have "a thousand doubts" about their future and even their present. According to the objectives of the project, the first point is to avoid dropping out of school and to continue with the training within an employment pathway, but beyond that, coaching, co-agency and decision-making techniques are necessary and useful at many times, so the teachers were grateful for the access to these contents.

2. How did you practically apply the suggestions, points of view, and reasoning from the pilot training in which you participated?

Linked to the previous question, participants in the training sessions noted that the sessions helped them to name and systematise some practices that they were already doing normally, but which now have a "name and surname".

Thus, in the implementation of the topics developed in the sessions, the teachers commented that they now implement actions in which learning does not only involve instruction and assessment, "but also co-construction" exercised not only by the "omniscient" figure of the teacher, but in a joint guide in which teachers and students become co-creators of the teaching-learning process.

In addition, and linked to the concept of co-agency mentioned in STCF, teachers indicated that they are now more aware of the practices they follow in their tutoring with parents. One participant commented that until now they took these meetings with parents as purely informative sessions on students' academic performance, but now they see them as a moment to involve parents in the progress of students towards their common goals "within a generic concept of educational community".

Another issue commented on by several participants was the teachers' own awareness of themselves as an element in the circle of learning, assuming a non-hierarchical but connected concept, in which all elements influence a learner's sense of agency. In addition, that learner influences the sense of agency of his or her teachers, peers and parents.

In fact, attendees admitted that they were largely unaware of the concept of co-agency, but that once incorporated it is much better understood and put into practice as the joint work of students, teachers, parents and the educational community.

From this perspective, teachers commented that they are now much more likely to adapt actions in which they are not only transmitting knowledge or assessing notions, but are thinking much more about giving pupils the tools they need to develop their potential. But to do this, as STCF reinforces, the goals are shared not only between pupils and teachers, but also with parents and the wider community. "So we are all learners," quoted one participant.





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3. What do you think about the seven strategies identified in the STCF coaching and mentoring training for addressing the role and position of students (role-playing, peer mediation, theater, social cooperative learning, peer education, videos)? Did you implement them, and if so, what were the results?

As mentioned in the previous answer, and perhaps without being aware of it, teachers had already adopted in one way or another some of the strategies developed in our project. In general, they are all welcome as extra resources to improve teaching practice, although some to a greater extent than others.

Thus, on the "positive" side, teachers mentioned that one of the practices that was already common but which was taken on board to a greater extent after the sessions was peer influence, or the role of learners in their own development, but also as active elements in the process of their own peers. Attendees found that when students play an active role in shaping their classes, they are more likely to participate, ask questions, have open discussions and express opposing views. In their own experience, the teachers reported that after applying it in the classroom it resulted in better academic results, but above all in more open attitudes and greater autonomy as they did not feel so dependent on the teacher.

As a complement to peer learning, teachers pointed out the advantages of social collaborative learning. In this respect, two of the schools visited were teaching co-operatives, which in addition to having this form of organisational functioning also try to promote co-operative and collaborative learning at all times. Those present confirmed the advantages and benefits of this practice and the good results it generates, by giving pupils a "power" in the process which enables them to have a greater impact on themselves and their peers. One of the participants recalled Edgar Dale's learning pyramid, according to which the best way to learn is to teach others.

On the less functional side, teachers indicated that the use of drama as an educational resource works very well with younger pupils. However, based on their experience, they commented that with teenagers or young adults (as is the target group of our project) drama is not as effective due to less participation and less openness to play on the part of the pupils.

4. What suggestions and contributions do you have for the implementation of the training module?

Participating teachers stressed the need for practical tools, activities, games, dynamics or strategies (whether individual, in pairs or in groups) to put these concepts into practice. In a way, they mentioned that there is an excess of information and theory, but that the demand is for practical elements to implement the concepts in the classroom.

On the other hand, and taking into account the trend towards screen-based learning, they pointed to the need to develop digital tools that can support hybrid learning.

5. How can you or your organization utilize the developed training modules?





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The consensus of the participants is that to a large extent most of the concepts and measures outlined in STCF are already in place. Perhaps the fact that the schools involved in the training sessions promote cooperative/collaborative and project-based learning benefits this perception.

As an aspect to improve, although it is already being developed, the teachers indicated that a greater connection with the community (above all, parents of students) is necessary for co-agency to be generated in an integral way. In this sense, teachers commented that the larger the school, the more difficult it is to have a close and collaborative relationship with parents, although this is something that is emphasised.

6. Do you have any questions, or is there anything else you would like to add?

None

SLOVENIA

1. What are your thoughts on the defined contents for the training module for teachers?
2. How did you practically apply the suggestions, points of view, and reasoning from the pilot training in which you participated?
3. What do you think about the seven strategies identified in the STCF coaching and mentoring training for addressing the role and position of students (role-playing, peer mediation, theater, social cooperative learning, peer education, videos)? Did you implement them, and if so, what were the results?
4. What suggestions and contributions do you have for the implementation of the training module?
5. How can you or your organization utilize the developed training modules?
6. Do you have any questions, or is there anything else you would like to add?

REPORT-SUMMARY

1. What are your thoughts on the defined contents for the training module for teachers?

The content of a training module for teachers is comprehensive, engaging, and tailored to meet the specific needs of educators. They responded with a positive opinion about the context of the module. Some thoughts : Include information on effective teaching methods and strategies, address different learning styles and preferences, interactive and student-centered approaches, provide subject-specific content and methodologies, encourage teachers to stay updated with educational trends and research.

2. How did you practically apply the suggestions, points of view, and reasoning from the pilot training in which you participated?





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They incorporated in different ways, for examples, they made their own strategies strategies for creating an inclusive curriculum (our training module was base and use additionally their activities), through tips for effective teamwork and interdisciplinary collaboration,include practical examples and case studies,connect theoretical concepts to real-world teaching scenarios.

3.What do you think about the seven strategies identified in the STCF coaching and mentoring training for addressing the role and position of students (role-playing, peer mediation, theater, social cooperative learning, peer education, videos)? Did you implement them, and if so, what were the results?

Feedback: Implementing these strategies depends on factors such as the age group of students, the specific learning objectives, and the overall educational context; a positive impact on the school community, effective for developing problem-solving and decision-making skills, it allows students to explore different perspectives and scenarios; enhances communication skills, creativity, and self-expression.

Students learn from their peers, promoting a sense of relatability, enhances communication skills and peer relationships.

4.What suggestions and contributions do you have for the implementation of the training module?

Regularly revisit and update the training module to keep it relevant and aligned with changing educational needs. One of the suggestion was to develop relevant assessments to gauge the teachers' understanding of the content. This could include quizzes, presentations, or lesson plans that align with the training objectives. Gather feedback from participants to identify strengths and areas for improvement. Encourage collaboration among teachers.

5.How can you or your organization utilize the developed training modules?

Educational institutions can use the training modules as part of the onboarding process for new teachers. This helps standardize teaching practices and introduces new educators to established methodologies and approaches. Organizations can collaborate with other educational institutions, non-profits, or government agencies to share or co-develop training modules. This fosters a sense of collaboration and knowledge exchange within the education community. Develop certification programs based on the successful completion of training modules. Establish a system for monitoring the impact of the training modules on teaching practices and student outcomes

6.Do you have any questions, or is there anything else you would like to add?

They didn't have any question, some comments were about suggestions how they see modules and very useful tips were added.





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NETHERLANDS

II FOCUS GROUP ONLY TEACHER THAT PARTICIPATED TO THE TRAINING

14th of December 2023, Rotterdam The Netherlands

1. What are your thoughts on the defined contents for the training module for teachers?

Following the training sessions with educators from several VET and training centers in Rotterdam, most of the instructors mentioned how beneficial and complimentary the program's contents are to their daily job. Instructors said that their curriculum, which are often far more focused on the areas and competencies of each topic, do not include this kind of information, particularly that which relates to social and personal skills. But when it comes time to deal directly with students and their unique issues, they discover that they are short on the skills, resources, and understanding necessary to help their students with things like goal-setting, decision-making, and emotional regulation.

Most instructors agreed that this type of material is reliable not only in a classroom setting, but in every aspect of life, particularly when dealing with young VET students who sometimes have "a thousand doubts" about their present and future. The project's primary goals are to prevent school dropout and to continue training within an employment pathway; however, beyond that, coaching, co-agency, and decision-making techniques are frequently needed and helpful, so the teachers were appreciative of the materials' availability.

2. How did you practically apply the suggestions, points of view, and reasoning from the pilot training in which you participated?

In reference to the above query, trainees said that the trainings assisted them in systematizing and naming some routines that they were performing anyhow, but that now had a "name and surname". As a result, when the topics covered in the sessions were put into practice, the teachers commented that they were now putting into practice actions that involve teaching and assessment in addition to "co-construction," which is done by both the teacher and the student in a collaborative guide that allows them to become co-creators of the teaching-learning process.

Additionally, instructors reported that they are now more conscious of the procedures they take while instructing parents—a point connected to the STCF's discussion of co-agency. Several participants brought up the instructors' understanding of their place in the learning circle, believing that it is a non-hierarchical but interrelated idea in which every aspect affects a learner's feeling of agency. Furthermore, the learner has an impact on the feeling of agency held by parents, classmates, and teachers.

The notion of co-agency was really mostly unknown to the participants, but once it was included, they saw how much better it could be understood and used as the collaborative efforts of parents, teachers, students, and the educational community. From this angle, educators noted that they are now far more inclined to modify their





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methods so that they are not just imparting information or evaluating ideas, but also considering how to best provide students with the resources they require to reach their full potential. However, in order to do this, as STCF emphasizes, the objectives are discussed with parents and the larger community in addition to students and instructors.

3. What do you think about the seven strategies identified in the STCF coaching and mentoring training for addressing the role and position of students (role-playing, peer mediation, theater, social cooperative learning, peer education, videos)? Did you implement them, and if so, what were the results?

As was indicated in the preceding response, instructors had previously implemented some of the techniques created in our study, maybe without even realizing it. All of these are generally welcomed as additional tools to enhance instruction, but some more than others. Therefore, on the "positive" side, educators noted that one of the strategies that was previously widely used but that was adopted more fully following the sessions was peer influence, or the part that students play in both their own growth and that of their peers. Participants discovered that when students actively participate in the design of their classes, they are more likely to engage, pose questions, hold candid conversations, and voice divergent opinions. According to the instructors' own experiences, using it in the classroom led to improved academic outcomes, but more importantly, it fostered more open attitudes and increased autonomy since the students felt less reliant on the teacher.

Teachers emphasized the benefits of social collaborative learning as an addition to peer learning. In this regard, two of the schools we visited were co-ops that taught cooperative subjects. These schools strive to always encourage cooperative and collaborative learning in addition to having this type of organizational functioning. Those in attendance attested to the practice's benefits and the positive outcomes it produces, since it gives students "power" over the learning process, allowing them to have a bigger influence on both themselves and their classmates. Edgar Dale's learning pyramid—which holds that teaching others is the greatest way to learn—was brought up by one of the attendees.

4. What suggestions and contributions do you have for the implementation of the training module?

The necessity for useful tools, games, activities, dynamics, or techniques (whether used alone, in pairs, or in groups) was emphasized by the participating instructors as a means of putting these ideas into reality. They acknowledged that there is a surplus of knowledge and theory, but that in order to put the principles into practice in the classroom, practical components are needed. However, they also noted the necessity of creating digital tools that can facilitate hybrid learning, taking into consideration the tendency toward screen-based learning.

5. How can you or your organization utilize the developed training modules?

Participants generally agree that the majority of the ideas and actions listed in STCF are currently in place. This impression may be enhanced by the fact that the participating schools support projectbased and





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cooperative/collaborative learning. The instructors pointed out that, while it is being developed, one area for improvement is that coagency cannot be produced in an essential way without stronger ties to the community, particularly with parents of kids. at this regard, instructors observed that, despite this being emphasized, it is harder to develop a close-knit and cooperative connection with parents at larger schools.

6. Do you have any questions, or is there anything else you would like to add?

No responses have been collected

Conclusion

2nd Focus Group Interview's questions are;

1. What are your thoughts on the defined contents for the training module for teachers?
2. How did you practically apply the suggestions, points of view, and reasoning from the pilot training in which you participated?
3. What do you think about the seven strategies identified in the STCF coaching and mentoring training for addressing the role and position of students (role-playing, peer mediation, theater, social cooperative learning, peer education, videos)? Did you implement them, and if so, what were the results?
4. What suggestions and contributions do you have for the implementation of the training module?
5. How can you or your organization utilize the developed training modules?
6. Do you have any questions, or is there anything else you would like to add?

Answers in four countries are shaped as that there are some similarities and differences. In second focus group interview these similarities and differences are found for;

1st Q: What are your thoughts on the defined contents for the training module for teachers?

The content of the interview was really useful. It helps to manage challenging situations. This interview can be useful in real life. Moreover this is interview was constructive and we engaged to process. Also it produces effective results for students.

2nd Q: How did you practically apply the suggestions, points of view, and reasoning from the pilot training in which you participated?

There are peer-education activities in class. Also communication with students is important to involve them into process. The participants are unaware from co-agency application. All man are learners.

3rd Q: What do you think about the seven strategies identified in the STCF coaching and mentoring training for addressing the role and position of students (role-playing, peer mediation, theater, social cooperative learning, peer education, videos)? Did you implement them, and if so, what were the results?





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Active participation via co-agency and mentoring process is very

useful.

4th Q: What suggestions and contributions do you have for the implementation of the training module?

Timing of the training, focused and clear mindset are important for training. Also hybrid learning is mentioned as positive thing during teaching process.

5th Q: How can you or your organization utilize the developed training modules?

These modules are important for co-agency and working with society.





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9. FOCUS GROUP 3 REPORT

Aim of the Focus Group 3 Report

The aim of the 3rd focus group is to conduct a thorough evaluation, understanding, and reflection on the multifaceted impacts and challenges of the "Support to Choose Future" project, as perceived by various stakeholders involved in the educational community.

Country Reports

TÜRKİYE

The 3rd focus group meeting, within the scope of the "Support to Choose Future" project on Tuesday, 12.11.2023, was held in a round table arrangement in the teachers' room at Atatürk Vocational and Technical Anatolian High School, with the participation of students, parents, teachers, guidance teachers/psychological counselors and administrators. In the focus group meeting moderated by the project coordinator "Lecturer Ali Can GÖZCÜ", the project researchers "Dr. Faculty Member Yunus EROĞLU" and "Dr. Lecturer Cumhuri DEMİRALP were present as rapporteur and observer. Some information about the participants who participated in the focus group discussion is shown in Table 1.

Table 1. Information about the participants

PARTICIPANT TITLE	NUMBER OF PARTICIPANTS
Öğrenci	4
Parent	4
Teacher	19
Guidance Teacher/Psychologist Counselor	2
Administrator	1
Total	30

As shown in Table 1, focus group interviews were conducted with a total of 30 persons, 4 students, 4 parents, including 19 teachers (from different branches), 2 guidance teachers/psychological counselors and 1 administrator. The project team also participated in the meeting as observers. Before the interview, the moderator informed the





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participants who were new to the high school and did not have information about the scope, content and purpose of the project. Afterwards, the focus group interview was started by stating that the voices would be recorded by obtaining permission from all participants to record the interviews and take photographs. 10 open-ended questions prepared within the scope of the focus group interview were asked. The interview, which lasted approximately 120 minutes, is thought to have revealed important findings and data in terms of impact assessment of the project called "SUPPORT TO CHOOSE FUTURE". The findings of all questions were analyzed by content analysis method and presented below.

Question.1. To what extent do you believe that the SUPPORT TO CHOOSE FUTURE project has increased awareness of the Co-Agency approach among school administrators, teachers, professionals, families and students? Findings on the question.

It was stated that some students exhibited a closed communication against the studies carried out in terms of disseminating coaching education and establishing this culture, and these students did not achieve the desired result due to their low motivation. However, it was stated that the benefits of the coaching approach were observed in individuals who were curious and able to think critically. In addition, even if it is not in the school environment, it is seen that positive results occur when acting according to the coaching approach at home or in different environments. It was stated that the coaching approach was also useful for teachers to gain their own awareness. It was pointed out that there are different aspects of the constraints experienced at the point of implementation, such as the reluctance of the students, the attitude of the family towards the student and career planning, and the loss of motivation in the teachers.

Question. 2. How has the project contributed to the development of decision-making, planning and design skills among VET students? Can you give specific examples of observed skill development and decision-making processes? Findings on the question.

As a result of the opinions, it was stated that it generally contributed to the development of students' self-regulation skills, thus improving students' skills such as decision-making and planning. It was also observed that opinions were put forward regarding the individual's behavior of knowing themselves and managing their time. For example; One of our students, who realized that he had skills in the field of informatics, took the floor and stated that he changed his school with this awareness and sought to improve himself more in his field. In this context, it can be stated that the student tries to direct his life by planning himself according to his abilities and skills. In addition, it was stated that as a result of the coaching approach becoming a "Culture", the individual can gain the ability to plan in all areas of his life. In this sense, it was mentioned that if the "Coaching" approach is to be established in schools, especially "Teacher Circulation" should be prevented. Because the teacher is in a key position in this sense. Both school guidance services and the support of teachers are considered valuable in this





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sense. In addition, it is emphasized that the implementation of the project in schools with a fully established corporate culture and completed infrastructure in every sense plays a key role in the acquisition of the desired skills in order to reveal more successful results. It is expressed in the difficulties experienced in the development of relevant skills in an educational environment that has different disadvantages, where basic and technical requirements are not met, and which is not culturally familiar. It was strikingly demonstrated by the words of these participants, "Students who cannot hold on to life economically, cannot be fed, and are asked by their families to work and bring money home do not have an idea about future planning."

Question. 3. How did the project encourage VET students to play an active role in building their lives and taking charge for developing their skills and competencies in line with their decisions for the future? Findings on the question.

In particular, it was stated that the positive attitudes of the teachers towards the coaching approach were a good model for them; according to the coaching approach, it is seen that the positive changes seen in students who know themselves and plan encourage other students in this sense. In addition, it has been stated that students in Türkiye are directed to vocational high schools in order not to be idle with low scores, that the expectation of the students is directly money, and that due to this situation, there are young people who are far from decision-making and planning for the future by improving their skills and competencies, and that restrictions are created on these issues in the problems experienced in the education system.

Question. 4. From your perspective, how has the project contributed to reducing or preventing early school leaving among VET students? Can you highlight specific strategies and interventions that are particularly effective? Findings on the question.

As a result of the answers given in this question, it is observed that the coaching approach in preventing or reducing early school leaving creates the awareness that the student should not evaluate himself only academically, and in this context, he is more motivated towards the school with a process that can be successful in the areas of his skills. Despite this, it was stated that some students, especially male students, support their families to cope with financial difficulties, so even if they are motivated against school, sometimes they do not have the chance to attend school. Therefore, it has been emphasized that if there are some reasons that go beyond teachers, families, school administration and students in the problem of leaving school early, these students can be brought to school with different policies and supports. In addition, emphasizing the importance of peer influence, its contributions to increase the positive effect of peer influence on the student were emphasized.

Question. 5. To what extent did the project address the problem of skills mismatch between VET students? Have there been noticeable improvements in aligning students' skills with the demands of the job market? Findings on the question.





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It has been stated that there are negative situations due to the education system and the deficiencies of the students in terms of sense of belonging. In addition, it was emphasized that with the necessary information, the implementation of the outputs of the project and an education model similar to the education system carried out in northern Europe could prevent skill mismatch. In addition, the participating students drew attention to the fact that access to information is now easier and drew attention to the positive aspects of obtaining accurate information and doing professions that will be enjoyable and suitable for their abilities in order to earn money. By saying that the process of change should be adapted to the individual, it was emphasized that the boundaries should be well defined and the skill awareness stages should be clearer in order to coincide with the demands of the labor market. During the project process, it is seen that some students realize that they should not be in the department or field they are in. Therefore, it is thought that with the coaching approach, it provides an opportunity for students to check whether they and their fields are compatible and to draw their own correct road maps early. In addition, the participants emphasized the necessity of adding profession promotion and coaching as a course to all curricula starting from secondary school.

Question. 6. How effective do you think the project has been in reducing NEET situations among VET students? Can you give examples of successful interventions or support mechanisms? Findings on the question.

In this context, it was emphasized that students should be given the chance to create their own decision mechanisms. In this sense, it is seen that students have the chance to start their own businesses and the fact that they exist in business life has emerged. In particular, it is emphasized that the individual who knows himself and his skills can be in business life even if he is not at school, rather than just studying at the university, and thus gain can be achieved. Emphasis was placed on the negative effect of peer influence on reducing NEET status. At this point, it was stated that the solution should be to increase student awareness, increase parental awareness, parents should not neglect the student, guidance should be made in accordance with the ability and the expectations of the student, and school/department changes should be made. In order for the students not to be in NEET status, some studies implemented after the project and the results of coaching practices were also mentioned. At this point, it has been stated that students are enabled to start working life by finding suitable places, and the success graph of students whose talents are discovered has increased by undergoing serious changes. In the NEET process, special attention was drawn to the peer effect, especially to the family. It was emphasized that a student with a talent in the field of hairdressing was started to work with a hairdresser by giving appropriate guidance, and after 1 year, the student's success in this field and the increase in life motivation were emphasized.

Question.7. How has the project fostered Co-Agency and accountability processes within the school community? Have there been observable changes in the dynamics between teachers, students, and other stakeholders? Findings on the question.





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In this context, it is seen that the failure of this approach, which is applied especially on vocational high school students, lies in the students' attitudes of indifference, their closed communication, and learned helplessness. It is stated that when the sources of motivation are discussed and more realistic themes are placed, "which is a situation that can be achieved in the coaching approach", there will be visible changes in individuals. In addition, it is stated that the "Coaching" approach should become continuous in all schools, and it is also stated that it may be beneficial to turn it into a vision. The guidance teacher/psychological counselor, who had the right to speak at the meeting, stated that "2 out of 3 students who were particularly interested in both coaching and guidance and counseling services won the university", and it was seen that there could be a visible change in this sense. The fact that the students do not have dreams, the fact that the teachers' desire to coach the students with the problem of "New Year's plan" is interrupted by not having a plan, and the high motivation to earn money through illegal means such as smuggling, which is common in the region where the work is required, are also negative findings that should be expressed in terms of the study.

Question. 8. What are the perceptions of teachers, student career counselors, coaches, mentors and psychological counselors about the impact of the project on VET students and the overall school environment? Findings on the question.

In particular, it is emphasized that the coaching approach of teachers in this sense will be a useful process in terms of getting to know the individual better as a result of settling in school environments. Psychological counselors, on the other hand, emphasize that coaching is not psychological counseling or related to the profession of psychologist, and that it is a process that can support students in terms of companionship.

Question. 9. In your opinion, what are the potential long-term implications of the project in terms of improving the education and career paths of VET students? How sustainable do you think these results are? Findings on the question.

Teachers struggle in this context, but most of the time, the lack of motivation of vocational and technical high school students interrupts the coaching approach. In addition, it was emphasized that some teachers lack motivation towards their profession. It is stated that this situation may have a negative attitude in terms of both professional and support for students. In addition to these, the negative effects of their peers also interrupt this situation. Due to the high peer influence here, the positive and negative motivations of the students were also remarkable. It is emphasized that the project plays a key role in providing student motivation and that having motivation ensures continuity. It has been suggested that the family is also an important part of the process, and that the father should be included in the process, especially due to the importance of the father as a figure. In addition, the necessity of new methods and practices in order to be sustainable is emphasized.





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Question. 10. Were there any difficulties during the implementation of the project? If so, what challenges arose and how were they addressed? In addition, what would you like to suggest to the project team in case of applying for another SUPPORT TO CHOOSE FUTURE? Findings on the question.

In general, it is emphasized that it is difficult, but not impossible, to motivate students in vocational and technical schools. Despite this, it was stated that teachers, administration and especially the family should have more active participation. It has been stated that education policies should be handled more sensitively. It has been stated that it may be beneficial to convey the coaching approach to parents. In addition, it has been explained that the vision of the country should change towards vocational high schools and that positive missions should be undertaken in this sense. Although we are good at diagnosing problems in general, it has not achieved much success in treatment and prevention, and it has been underlined that such activities and practices are continuous. The necessity of establishing a good tracking system is emphasized. It was mentioned that students should be instilled with the spirit of entrepreneurship, and that student motivation and self-confidence play a key role in this and future processes. The need to reduce parental pressure and demands for economic contribution was emphasized. It was emphasized that the coaching and mentoring system should be added as a course to the education system starting from secondary school, and that its necessity and functionality should be developed specific to the region, province and school. It was also emphasized that cooperation should be increased with practices aimed at increasing trust between the teacher and the family. Other suggestions are especially social media addiction, the fact that an audience that makes easy money that will cause negative motivation on social media poses a risk to students, and the necessity of various trainings for parents are emphasized.

ITALY

The focus group was implemented to 8 people coming from the school community of ENGIM Turazza, a VET school based in Treviso that is part of a network of VET schools located in Italy. The group was composed by: - 2 teachers - 1 school manager - 1 psychologist working in placement office (job placement, internships, stage) - 3 students - 1 parent - All participants were part of the same school community. The main goal of focus group was to understand the extent of the impact of the Support to Choose Future Project. All of them were really excited and curious to participate to the focus group to discuss and explore the impact. Before involving the participants in the focus group session we have sent them a detailed letter, in which we explained the framework of project and focus group session fundamentals. The participants were enrolled in focus group with the mediation of school secretary office; they participated voluntarily to the process of focusing the topic that we proposed them, by using the questionnaire that partnership prepared. The participants agreed on sharing their personal thoughts for research goals; participants were informed that their personal information would be used according to the guidelines of General Data Protection Regulation promoted by EU and Italian national law about privacy and personal data protection.





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1. To what extent do you believe the Support to Choose Future project has increased awareness of the co-agency approach among schools managers, teachers, professionals, families, and students?

P1. (Teacher): Generally the projects are implemented just for one target group. In that project within 3 years you have implemented activities for students, teachers/managers, families, sure it increased the impact of the awareness of co-agency. We understood everyone in the school has responsibilities and no one have the magic answers for the problems but together we can improve and work together.

P2. (Teacher): I was not able to participate the training last September. I have heard that the training implemented for the teachers was constructive and collaborative. We need more training programs done in that ways.

P3 (Manager): Also we received many positive feedbacks after the parents' workshops. They became active after that intervention. Before they were just listening us and they were thinking the responsibility was on the teachers now they are empowered to join more to the process, this is impressive,

P4. (Parent): Especially the active listening part of the training changed the way we communicate with our kids. For sure it is not easy and requires so much effort and practice but I saw my mistakes during the communication and kids. Teachers (P1) note that the project's multi-target approach over three years significantly increased awareness of co-agency. The understanding that everyone in the school has responsibilities contributes to an improved collaborative environment. Even though one teacher (P2) missed a training session, the feedback emphasises that the training was seen as constructive and collaborative, calling for more similar programs. The manager (P3) highlights positive changes after parent workshops, where parents transitioned from passive listeners to active contributors, feeling empowered in the educational process

2. How has the project contributed to promoting decision-making, planning, and projection skills among VET students? Can you provide specific examples of skills development and decision-making processes observed? P2. (Teacher): It is a difficult question. It is not easy to see the impact of the project that obvious. P3. (Manager): Yes it is a complex issue to understand. Teachers (P2, P3) acknowledge the difficulty in assessing the impact on decision-making skills directly. One teacher (P1) suggests that changing behaviours of teachers and parents contributes to developing greater competence of choice. 3. In what ways has the project promoted the active role of VET students in building their lives and taking responsibility for improving their skills and competences in line with their decisions for the future?

P1. (Teacher) In my opinion with this project there is a possibility to develop a greater competence of choice. However 3 years is a long period and you worked with different target groups together. By changing the behaviour of the teachers and parents contributed the promote the active role of all parties not only students. P5. (Student) During the workshops we have done with you we tool active part. It was not only a professor is teaching us but also we were contributing by telling our thoughts and feelings in a space without judgment and funny. P6 (Student) This way of the training is very funny. But in the school there are few teachers use these methods. We have done





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a peer education example one time and group works for some lessons, that's it. Students (P5, P6) express active participation in workshops, emphasizing the positive and enjoyable aspects. They feel that such methods are beneficial and contribute to a more engaging learning environment.

4. From your perspective, how has the project contributed to reducing or preventing early school leaving among VET students? Can you highlight specific strategies or interventions that were particularly effective? P3. (Manager): This is difficult to answer, too. According to the statistics of our school there is not a considerable change. But most of the school drop out we have they are before even starting school here. They are registered but they do not come to school. P2. (Teacher): Yes, maybe if they come maybe they would stay but there are young people the do not event try. Respondents (P2, P3) find it challenging to measure the project's impact on reducing early school leaving due to external factors like students not even attempting to join.

5. To what extent has the project addressed the issue of skills mismatch among VET students? Have there been noticeable improvements in aligning students' skills with the demands of the job market? The answers were same with 4th question.

6. In your view, how effective has the project been in reducing NEET situations among VET students? Can you provide examples of successful interventions or support mechanisms?

The answers were same with 4th question.

7. How has the project promoted co-agency and responsibility processes within the school community? Have there been observable changes in the dynamics between teachers, students, and other stakeholders? P2. Teacher: This is not difficult to answer:) For sure for the ones participated to the project activities impacted on the dynamics between teachers students and parents. P7 (student) in this kind of environments that we are speaking together with you as external people making it easier for everyone to express their thoughts and concerns. This openness has contributed to a better understanding of each other and there are teachers who we communicate easier, there are others we cannot. Teachers (P2) and students (P7) agree that the project positively impacted the dynamics between teachers, students, and parents. The open environment created by external facilitators contributes to better understanding.

8. What are the perceptions of teachers, student career counselors, coaches, mentors, and psychological counsellors regarding the impact of the project on VET students and the overall school environment? P8. (psychological counsellor): We are a big school with many students. I could be nice to have more projects that can provide the space and practical tools to all stakeholders. I've observed a notable positive impact of the Support to Choose Future project on VET students that they have participated the activities. The impact would be more visible if we could reach more teachers, students and parents. A psychological counselor (P8) notes a positive impact on





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students but suggests that the impact could be more visible if more stakeholders, including teachers and parents, were involved.

9. In your opinion, what are the potential long-term outcomes of the project in terms of improving the educational and career trajectories of VET students? How sustainable do you think these outcomes are? P1 (Teacher) I foresee the project's lasting impact on students' educational and career paths. The focus on skill development and decision-making is a game-changer. P3 (Manager): I see the project as a catalyst for profound changes in students' educational and career trajectories. The sustained success requires unwavering commitment to collaboration, strategic resource allocation, and consistent support for teachers to uphold the core objectives over the long term.

P8. (psychological counsellor): From a counselling perspective, the project holds immense promise for shaping students' enduring educational and career journeys. The credibility of these outcomes relies on a commitment to sustained counselling support, regular skills assessments, and fostering a pervasive culture of continuous career guidance within the school community. P4 (Parent): The sustainability of these outcomes is contingent on maintaining open channels of communication between parents, teachers, and students, ensuring ongoing involvement and support throughout the educational journey. P7. The emphasis on co-agency makes me feel more involved and responsible for my own learning journey. Long-term, I see this fostering a culture of shared responsibility for education, not putting all fault to us:), which is sustainable if continued support and engagement persist. Teachers (P1) foresee a lasting impact on students' educational and career paths, emphasising the focus on skill development as a game-changer. The manager (P3) and psychological counsellor (P8) express similar sentiments.

10. What challenges, if any, have emerged during the implementation of the project, and how were they addressed? Additionally, what would you like to suggest to the project consortium in case it will be applied for another Support to Choose Future? P2. The challenge was more during the training of the teachers since we were busy with many things together, the subject was very very interesting for us however we were not focused enough and we would like to participate more. Also, the duration of the training was not long enough:) It could have been longer. P3. I think the challenge was seeing the impact since we are a crowded school community. As I expressed before, the challenge was involving parents, especially the ones who are not Italians, actively to the process but the interventions itself overcame this challenge and it was very helpful to have a non Italian trainer in the project presented a good example. Teachers (P2) express a desire for longer training durations. The manager (P3) identifies challenges in seeing the impact due to the large school community and suggests overcoming involvement challenges with interventions.





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SPAIN

1. To what extent do you believe the Support to Choose Future project has increased awareness of the co-agency approach among schools managers, teachers, professionals, families, and students?

According to the participants, the great contribution of the project has been to put a "label" on something that was already being exercised to a large extent in one form or another in the participating schools and by the teachers. Most of those consulted acknowledged that until the arrival of STCF they did not know or were not aware of the reality that explains co-agency, and that the project has served to give a name and structure to a strategy that was already being implemented.

The participants admitted that the project has increased their vision of the educational process, extending the impact not only to the actors in the school, but also to the whole community, including especially parents. Involving parents in the process, in the personal and formative growth of pupils, and strengthening decision-making is one of the major achievements of the project.

2. How has the project contributed to promoting decision-making, planning, and projection skills among VET students? Can you provide specific examples of skills development and decision-making processes observed?

Participants stressed the enormous importance of decision-making as one of the most necessary personal and social skills. In fact, and in relation to the question, they commented that in order for planning to be important, decision-making implies a previous step, since planning determines which steps have to be taken, but also which ones are important or not, and which ones are more important than others. For this, decision-making is key.

In INDEPCIE's approach to training, decision-making has a lot to do with generating an emotional state that does not affect the quality or moderation of the decisions themselves. In this sense, we repeated on numerous occasions the mantra that "permanent decisions should never be made under passing emotions", something that resonated with the participants, who were aware in many cases of the negative effects that impulsive decision making, unbalanced and not sifted through the sieve of reasoning, has had on their lives.

3. In what ways has the project promoted the active role of VET students in building their lives and taking responsibility for improving their skills and competences in line with their decisions for the future?

In this case, the responses indicated that the impact of the project may be broad in the centres contacted and in the communities involved, but not so broad outside these boundaries.

The participants pointed out that Spain is already a country where young people are not very entrepreneurial, something that is reflected not only later in the labour market, but also at earlier stages in the educational sphere. Decision-making, the promotion of proactivity and the assumption of one's own responsibility are still some of the





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main unresolved issues in the Spanish education system. It may be something inherent to society and to the personality of young people, who are too used to someone or some institution taking decisions for them passively.

4. From your perspective, how has the project contributed to reducing or preventing early school leaving among VET students? Can you highlight specific strategies or interventions that were particularly effective?

At least in the schools involved in the project, drop-out is not one of the most worrying factors. The majority of pupils who opt for vocational training studies do so out of vocation or conviction, as a step in their access to the labour market, so early school leaving does not become a major factor.

5. To what extent has the project addressed the issue of skills mismatch among VET students? Have there been noticeable improvements in aligning students' skills with the demands of the job market?"

The teachers themselves, and also the parents consulted during the different phases of the project, recognised that there is (and this has been detected) a mismatch between the skills taught in the schools and those demanded by the pupils, or at least those that will be required of them.

The teachers admitted that the programmes are too much based on theoretical contents and concepts (in most cases, marked by the educational authorities) that have little or nothing to do with the reality that the students are going to face. Already in the first Focus Groups, they pointed out the need to focus more on soft skills, especially personal and social skills, because in addition to being useful in the educational sphere, they would be key to the personal and professional development of the students.

In this sense, the participants applauded the contribution of STCF in the development of skills such as decision-making, emotional management, team collaboration and cognitive and behavioural flexibility.

6. In your view, how effective has the project been in reducing NEET situations among VET students? Can you provide examples of successful interventions or support mechanisms?

Participants, at least in their settings, did not see a direct link between the NEET figure and VET students. In most cases, participants commented that VET students are more vocationally oriented than those following the classical pathway of Baccalaureate, University...

7. How has the project promoted co-agency and responsibility processes within the school community? Have there been observable changes in the dynamics between teachers, students, and other stakeholders?

Participants in the training sessions mentioned that it helped them to identify and systematise certain practices that they were doing normally but now have a "name and surname". As a result, when implementing the topics developed during the sessions, teachers reported that they now implement activities in which learning is not just





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about instruction and assessment, but also about “co-construction” exercised not just by the “omniscient” figure of the teacher but in a “common guide” where teachers and students become “co-creators” of the learning process.

Teachers also mentioned that they are more familiar with the practices they follow when teaching with parents. For example, one participant said that they used to view meetings with parents as “purely informative sessions on students’ academic performance”, but now see them as a “moment to involve parents in their child’s progress towards their common goals” “within a general idea of educational community”.

Another topic discussed by several attendees was the teachers’ own perception of themselves as part of the ‘circle’ of learning, where all elements influence the learner’s sense of agency, and that learner impacts his or her sense of agency with his or her peers and parents

Participants admitted that they didn’t really understand the term ‘co-agency’, but once they did, they understood it better and put it into practice as ‘the joint work’ of students, their teachers, their parents and the education community.

From a teacher’s point of view, adapting actions where they’re not just transmitting knowledge or evaluating concepts is much more about providing pupils with the ‘tools’ they need to grow and develop their potential, but to do this – as STCF emphasizes – the goals are not only shared between students and teachers but also with their parents and the broader community.

8. What are the perceptions of teachers, student career counselors, coaches, mentors, and psychological counselors regarding the impact of the project on VET students and the overall school environment?

As mentioned in a previous answer, the impact on this aspect is linked to the scope of the project. In this respect, participants referred to what they already pointed out in the first consultations, namely that the project has brought to the table the need to update the skills (even the contents) contained in the educational programmes in order to adapt them to the needs of the labour market. In this sense, the fact that the project shows the importance and impact of soft skills is a decisive step. But as a negative aspect in the possible wider impact of the project, there is this "imposition" of content by the educational authorities on the curricula, which limits the effect.

9. In your opinion, what are the potential long-term outcomes of the project in terms of improving the educational and career trajectories of VET students? How sustainable do you think these outcomes are?

The potential success of STCF, and its ability to be sustainable, is the strength it can have to not only access the centres in which it has been implemented, but to take a step towards public or private educational institutions, policy makers who can take the project to a higher dimension. Here again, the good intentions of the project may clash with the educational structures.





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10. What challenges, if any, have emerged during the implementation of the project, and how were they addressed? Additionally, what would you like to suggest to the project consortium in case it will be applied for another Support to Choose Future?"

The most positive thing was the willingness of the vast majority of the participants. The response of the teachers was especially positive, because they are the first to realise that they are working under premises that in many cases are contrary to their wishes and intentions. This is counterproductive, because education professionals often clash with bureaucratic structures that are not aligned with the new reality of the labour market.

As a suggestion, and once the different options of the Erasmus Programme have been brought to the attention of the participants, it is pointed directly to a KA3 in which a change in the educational policies to really adapt them to the needs of the students and of the labour market is bet on.

SLOVENIA

1. To what extent do you believe the Support to Choose Future project has increased awareness of the co-agency approach among schools managers, teachers, professionals, families, and students?
2. How has the project contributed to promoting decision-making, planning, and projection skills among VET students? Can you provide specific examples of skills development and decision-making processes observed?
3. In what ways has the project promoted the active role of VET students in building their lives and taking responsibility for improving their skills and competences in line with their decisions for the future?
4. From your perspective, how has the project contributed to reducing or preventing early school leaving among VET students? Can you highlight specific strategies or interventions that were particularly effective.
5. To what extent has the project addressed the issue of skills mismatch among VET students? Have there been noticeable improvements in aligning students' skills with the demands of the job market?"
6. In your view, how effective has the project been in reducing NEET situations among VET students? Can you provide examples of successful interventions or support mechanisms?
7. How has the project promoted co-agency and responsibility processes within the school community? Have there been observable changes in the dynamics between teachers, students, and other stakeholders?
8. What are the perceptions of teachers, student career counselors, coaches, mentors, and psychological counselors regarding the impact of the project on VET students and the overall school environment?
9. In your opinion, what are the potential long-term outcomes of the project in terms of improving the educational and career trajectories of VET students? How sustainable do you think these outcomes are?
10. What challenges, if any, have emerged during the implementation of the project, and how were they addressed? Additionally, what would you like to suggest to the project consortium in case it will be applied for another Support to Choose Future?"





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REPORT-SUMMARY

1. To what extent do you believe the Support to Choose Future project has increased awareness of the co-agency approach among schools managers, teachers, professionals, families, and students?

Implementing a combination of strategies and project results of the project, schools can foster a culture of co-agency that involves and engages all stakeholders in the educational process. Regular communication, ongoing education, and collaborative initiatives contribute to a shared understanding and commitment to the principles of co-agency.

2. How has the project contributed to promoting decision-making, planning, and projection skills among VET students? Can you provide specific examples of skills development and decision-making processes observed?

The effectiveness depends on the specific goals of the project, the nature of the vocational field, and the level of engagement and support provided to the students. Regular assessments, feedback, and opportunities for reflection are key components in the development of decision-making, planning, and projection skills among VET students. Mostly, participants explained how they deal with those skills, for example. Encouraging collaborative projects where students work in teams to plan and execute a project. This helps them develop teamwork, communication, and decision-making skills. Simulating a workplace scenario where students take on different roles within a company. This could involve decision-making processes related to project management, problem-solving, and interpersonal skills.

3. In what ways has the project promoted the active role of VET students in building their lives and taking responsibility for improving their skills and competences in line with their decisions for the future?

Project SCF effectively fosters a sense of agency, responsibility, and active participation among VET students in shaping their lives and building their skills for the future. These approaches aim to empower students to make informed decisions, take ownership of their learning journey, and actively contribute to their personal and professional development. Encourage peer learning and collaboration on projects, creating a supportive learning community. Emphasize the development of soft skills such as communication, teamwork, and problem-solving through interactive activities and workshops. Encourages students to take an active role in assessing their own skills, fostering a sense of responsibility for continuous self-improvement.

4. From your perspective, how has the project contributed to reducing or preventing early school leaving among VET students? Can you highlight specific strategies or interventions that were particularly effective? Provide information about further education options and facilitate connections with relevant career services. Foster a school culture that is inclusive, supportive, and responsive to individual student needs. Foster teamwork, and demonstrate





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the practical applications of skills learned in the classroom. Participants recognized the main things about importance and work through workshops, training, promotion of the project.

5. To what extent has the project addressed the issue of skills mismatch among VET students? Have there been noticeable improvements in aligning students' skills with the demands of the job market? Most of them all debated that when using the project results, they saw how important it is to present in a practical sense the life problems and tasks that students find themselves during and after schooling.

6. In your view, how effective has the project been in reducing NEET situations among VET students? Can you provide examples of successful interventions or support mechanisms?

Help VET students explore career options, set goals, and make informed decisions; regular counseling sessions, career assessments, and workshops to help students align their skills and interests with potential career paths. helping students navigate career choices and challenges. Focus on developing soft skills, including communication, interpersonal skills, and adaptability, workshops, role-playing, and interactive activities that enhance soft skills, making students more attractive to employers.

7. How has the project promoted co-agency and responsibility processes within the school community? Have there been observable changes in the dynamics between teachers, students, and other stakeholders? Actively seek and value the input of students in shaping their learning experiences. Students are more engaged in discussions, contribute to shaping the learning environment, and feel a sense of ownership in their educational journey, Involve students in the co-design of learning experiences, allowing them to provide input into lesson plans, projects, and assessment methods. Teachers and students engage in regular conversations about learning goals, and there is an increased sense of shared responsibility for academic success.

Dynamicity in relations between teachers and students were positively changed (more openly communication, respectful attitude to the teachers...)

8. What are the perceptions of teachers, student career counselors, coaches, mentors, and psychological counselors regarding the impact of the project on VET students and the overall school environment?

Positive Indicators:

Increased student engagement and participation in class.

Enhanced collaboration among students and teachers.

Improvement in student academic performance and achievement.





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Evidence of personal and professional growth among mentees.

Increased self-confidence and motivation among students.

Successful implementation of advice and guidance provided.

Challenges:

Potential resistance to change in teaching methodologies.

Need for additional professional development to fully embrace project initiatives.

Identifying and addressing mental health issues in a timely manner.

Collaborating with other stakeholders to create a comprehensive support system.

9. In your opinion, what are the potential long-term outcomes of the project in terms of improving the educational and career trajectories of VET students? How sustainable do you think these outcomes are? The potential long-term outcomes of a project aimed at improving the educational and career trajectories of Vocational Education and Training (VET) students can have a lasting impact on individuals, educational institutions, and the broader community. VET students develop a strong set of technical and soft skills, making them more competitive in the job market. VET students gain a deeper understanding of various career pathways and are better prepared to make informed decisions about their future.

10. What challenges, if any, have emerged during the implementation of the project, and how were they addressed? Additionally, what would you like to suggest to the project consortium in case it will be applied for another Support to Choose Future?" Provide comprehensive training and professional development opportunities. Clearly communicate the benefits of the changes and involve stakeholders in the decision-making process. Incorporate interactive and hands-on learning experiences, connect curriculum to real-world applications, and involve students in decision-making processes. Provide professional development on inclusive teaching practices, actively seek feedback from students with diverse needs, and adjust strategies accordingly.

NETHERLAND

III FOCUS GROUP ONLY TEACHER THAT PARTICIPATED TO THE TRAINING REPORT-SUMMARY

1. To what extent do you believe the Support to Choose Future project has increased awareness of the co-agency approach among schools managers, teachers, professionals, families, and students? Schools may cultivate a culture of co-agency that incorporates and includes all stakeholders in the educational process by putting a variety of





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tactics and project outcomes into practice. A common understanding and dedication to the co-agency tenets are fostered by frequent communication, continuing education, and cooperative efforts.

2. How has the project contributed to promoting decision-making, planning, and projection skills among VET students? Can you provide specific examples of skills development and decision-making processes observed? The project's exact objectives, the nature of the profession, and the degree of student involvement and support all affect how effective the program is. VET students' ability to make decisions, plan, and project are largely dependent on regular evaluations, feedback, and reflection opportunities. Participants mostly described how they handle certain talents, for instance, encouraging group projects where students organize and carry out tasks as a team. They gain cooperation, communication, and decision-making abilities as a result. mimicking a work environment in which students adopt various positions throughout an organization. Decision-making procedures pertaining to problem-solving, project management, and interpersonal skills may be included.

3. In what ways has the project promoted the active role of VET students in building their lives and taking responsibility for improving their skills and competences in line with their decisions for the future? Project SCF successfully helps VET students develop a feeling of agency, accountability, and active engagement in molding their life and developing their future-ready abilities. With the help of these strategies, students should be able to make wise choices, take charge of their education, and actively participate in their own growth on both a personal and professional level. Foster a supportive learning community by promoting peer learning and teamwork on projects. Promote the growth of soft skills via interactive exercises and seminars, highlighting the importance of problem-solving, cooperation, and communication. inspires pupils to actively evaluate their own abilities and cultivates a feeling of accountability for ongoing self-improvement.

4. From your perspective, how has the project contributed to reducing or preventing early school leaving among VET students? Can you highlight specific strategies or interventions that were particularly effective? Educate people about possibilities for postsecondary education and provide linkages with appropriate career services; Encourage an environment at school that is welcoming, encouraging, and sensitive to the requirements of each individual kid; Encourage collaboration and show how to put classroom knowledge into practice; Participants understood the fundamentals of importance and work via project promotion, training, and seminars.

5. To what extent has the project addressed the issue of skills mismatch among VET students? Have there been noticeable improvements in aligning students' skills with the demands of the job market?" The majority of participants discussed how crucial it is to convey in a realistic way the issues and difficulties that students face in life both during and after their time in school, based on their experiences with the project outcomes.

6. In your view, how effective has the project been in reducing NEET situations among VET students? Can you provide examples of successful interventions or support mechanisms? Support VET students in exploring career alternatives, setting objectives, and making well-informed decisions by providing seminars, career evaluations,





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and counseling sessions on a regular basis to assist students match their interests and talents with possible future routes. assisting kids in navigating obstacles and career options. Emphasize the development of soft skills, such as flexibility, communication, and interpersonal skills. Workshops, role-playing, and interactive activities that improve soft skills will increase students' employability.

7. How has the project promoted co-agency and responsibility processes within the school community? Have there been observable changes in the dynamics between teachers, students, and other stakeholders? Proactively seek out and appreciate student feedback on how to improve their educational experiences; Pupils participate more actively in class discussions, help to create the learning environment, and have a greater sense of responsibility for their academic path; Give students the opportunity to contribute to the creation of projects, lesson plans, and evaluation techniques by allowing them to co-design the learning experiences; There is a greater feeling of shared accountability for academic accomplishment and frequent dialogue between teachers and students about learning objectives.

8. What are the perceptions of teachers, student career counselors, coaches, mentors, and psychological counselors regarding the impact of the project on VET students and the overall school environment? Positive Indicators: greater involvement and engagement from students in the classroom; increased cooperation between educators and students; An improvement in the academic performance and accomplishment of students; Evidence of mentees' professional and personal development; Students' self-confidence and drive have increased; Effective application of the counsel and direction given. Challenges: Possibility of resistance to modifications in instructional strategies; More professional development is required in order to properly accept project idea; recognizing and promptly treating mental health concerns; working together to develop an all-encompassing support system with other stakeholders.

9. In your opinion, what are the potential long-term outcomes of the project in terms of improving the educational and career trajectories of VET students? How sustainable do you think these outcomes are? A project that aims to improve the educational and professional paths of Vocational Education and Training (VET) students may have long-term effects that affect people in general, educational institutions specifically, and the society at large. Through the development of a robust skill set, both soft and technical, VET students become more marketable to employers. VET students are better equipped to make educated judgments about their futures by gaining a broader grasp of numerous career routes.

10. What challenges, if any, have emerged during the implementation of the project, and how were they addressed? Additionally, what would you like to suggest to the project consortium in case it will be applied for another Support to Choose Future?" Offer thorough instruction and chances for professional growth; Clearly explain the advantages of the adjustments and include interested parties in the decision-making process; Include experiential and interactive learning opportunities, establish links between the curriculum and real-world applications, and include students in the decisionmaking process; Educate educators on inclusive teaching methods, aggressively seek out student input from a range of needs, and modify tactics as necessary.





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Conclusion

1. To what extent do you believe the Support to Choose Future project has increased awareness of the co-agency approach among schools managers, teachers, professionals, families, and students?
2. How has the project contributed to promoting decision-making, planning, and projection skills among VET students? Can you provide specific examples of skills development and decision-making processes observed?
3. In what ways has the project promoted the active role of VET students in building their lives and taking responsibility for improving their skills and competences in line with their decisions for the future?
4. From your perspective, how has the project contributed to reducing or preventing early school leaving among VET students? Can you highlight specific strategies or interventions that were particularly effective?
5. To what extent has the project addressed the issue of skills mismatch among VET students? Have there been noticeable improvements in aligning students' skills with the demands of the job market?"
6. In your view, how effective has the project been in reducing NEET situations among VET students? Can you provide examples of successful interventions or support mechanisms?
7. How has the project promoted co-agency and responsibility processes within the school community? Have there been observable changes in the dynamics between teachers, students, and other stakeholders?
8. What are the perceptions of teachers, student career counselors, coaches, mentors, and psychological counselors regarding the impact of the project on VET students and the overall school environment?
9. In your opinion, what are the potential long-term outcomes of the project in terms of improving the educational and career trajectories of VET students? How sustainable do you think these outcomes are?
10. What challenges, if any, have emerged during the implementation of the project, and how were they addressed? Additionally, what would you like to suggest to the project consortium in case it will be applied for another Support to Choose Future?"

Answers in four countries are shaped as that there are some similarities and differences. In third focus group interview these similarities and differences are found for;

1st Q: To what extent do you believe the Support to Choose Future project has increased awareness of the co-agency approach among schools managers, teachers, professionals, families, and students?

The project helped to label the implemented things as co-agency. Major achievement of the project is involving the parents into the school life. Moreover students' motivation is increased by help of coaching approach.

2nd Q: How has the project contributed to promoting decision-making, planning, and projection skills among VET students? Can you provide specific examples of skills development and decision-making processes observed?

Teacher circulation is problem and coaching approach is helpful for awareness of students. Also changing teachers' and parents' behavior will help to rise more successful students.





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3rd Q: In what ways has the project promoted the active role of VET students in building their lives and taking responsibility for improving their skills and competences in line with their decisions for the future?

Decision making is a big problem for students. And by this project this problem can be solved in the future. Moreover, his project helped to students to increase their awareness about their area. For teachers, coaching approach is helpful.

4th Q: From your perspective, how has the project contributed to reducing or preventing early school leaving among VET students? Can you highlight specific strategies or interventions that were particularly effective?

Peer-effect and coaching approach are helpful for students and teachers to reduce ESL.

5th Q: To what extent has the project addressed the issue of skills mismatch among VET students? Have there been noticeable improvements in aligning students' skills with the demands of the job market?"

Northern Europe can be a model for solving SM problem. There should not be more theoretical education. There must be more practical education process.

6th Q: In your view, how effective has the project been in reducing NEET situations among VET students? Can you provide examples of successful interventions or support mechanisms?

Mentorship and awareness of parents are important to decrease peer effect and desire of easy money.

7th Q: How has the project promoted co-agency and responsibility processes within the school community? Have there been observable changes in the dynamics between teachers, students, and other stakeholders?

It is understood that mentorship and coaching for students is useful.

8th Q: What are the perceptions of teachers, student career counselors, coaches, mentors, and psychological counselors regarding the impact of the project on VET students and the overall school environment?

Their effect is really good after the process.

9th Q: In your opinion, what are the potential long-term outcomes of the project in terms of improving the educational and career trajectories of VET students? How sustainable do you think these outcomes are?

There is a belief that there will be more useful the project effects in the future.

10th Q: What challenges, if any, have emerged during the implementation of the project, and how were they addressed? Additionally, what would you like to suggest to the project consortium in case it will be applied for another Support to Choose Future?"





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Duration of education should be longer. This education should cover family, students and teachers.





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10. STUDENT QUESTIONNAIRE

Aim of Student Questionnaire

At the end of the project activities in the pilot VET schools the partner organizations conducted dual-survey approach for the students/classes of the pilot VET schools who are the beneficiaries of the Support to Choose Future and the same survey is implemented to the students who did not benefit from the project activities. By doing this, the aim was To discern and compare the outcomes and experiences of students/classes who directly benefited from the project against those who did not, thereby evaluating the specific impact of the "Support to Choose Future" initiative, and to gauge the overall effectiveness and success of the project by understanding the disparities in responses and experiences between the two groups.

Country Reports

TÜRKİYE

Within the scope of the Support to Choose Future Project, a survey was conducted to students who did not receive coaching and mentoring training (25 students) and who received training (25 students) at the Vocational High School in Hakkari. The surveys were examined in the SPSS program and an independent sample t test was applied to determine whether the participants in the sample group showed a significant difference between those who received coaching training and those who did not. The results were evaluated and analysis found as follows.

25 students who did not receive training

To the item "I get motivated to improve myself" of the students participating in the survey, 24% (6 people) said "I strongly disagree", 4% (1 person) said "I disagree", 28% (7 people) said "I am undecided", % 20 of them (5 people) answered "I agree" and 24% (6 people) answered "strongly agree".

Among the students participating in the survey, 12% (3 people) said "I strongly disagree" to the item "I have sufficient resources to support my career and future choices", 16% (4 people) said "I disagree", and 44% (11 people) said "I am undecided". ", 8% (2 people) answered "I agree" and 20% (5 people) answered "I strongly agree".

Among the students who participated in the survey, 4% (1 person) said "I strongly disagree" to the item "I know how to choose my future profession", 8% (2 people) said "I disagree", 28% (7 people) said "I am undecided", % 32 of them (8 people) answered "I agree" and 28% (7 people) answered "I strongly agree".

To the item "I can easily discuss my future choices with my family", while 12% (3 people) of the students who participated in the survey said "I disagree", 32% (8 people) said "I am undecided", 20% (5 people) said "I agree", %36 of them (9 people) answered "I strongly agree", none of the respondents answered "I strongly disagree".





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To the item "I can easily discuss my future preferences with my teachers at school", 20% (5 people) of the students who participated in the survey said "I strongly disagree", 12% (3 people) said "I disagree", 20% (5 people) said "I am undecided", 24% (6 people) answered "I agree" and 24% (6 people) answered "I strongly agree".

To the item "I can easily determine my future goal", 4% (1 person) of the students who participated in the survey said "I strongly disagree", 24% (6 people) said "I disagree", 40% (10 people) said "I am undecided", and 16% said "I strongly disagree", 16% (4 people) answered "I agree" and 16% (4 people) answered "I strongly agree".

To the item "I know every step I will take to achieve my future goal", 8% (2 people) of the students who participated in the survey said "I strongly disagree", 28% (7 people) said "I disagree", and 32% (8 people) said "I am undecided"., 12% (3 people) answered "I agree" and 20% (5 people) answered "I strongly agree".

To the item "I know how to deal with obstacles while achieving my goal", 12% (3 people) of the students who participated in the survey said "I strongly disagree", 32% (8 people) said "I disagree", 20% (5 people) said "I am undecided", 16% (4 people) answered "I agree" and 20% (5 people) answered "I strongly agree".

To the item "I know what advantages I need to have to build my life", 12% (3 people) of the students who participated in the survey said "I strongly disagree", 24% (6 people) said "I disagree", 28% (7 people) said "I am undecided", 28% (7 people) answered "I agree" and 8% (2 people) answered "Strongly agree".

To the item "I feel ready to take the responsibility of building my life", 20% (5 people) of the students who participated in the survey said "I strongly disagree", 16% (4 people) said "I disagree", 12% (3 people) said "I am undecided", 32% (8 people) answered "I agree" and 24% (6 people) answered "I strongly agree".

While 64% (16 people) of the students who participated in the survey did not answer the open-ended question "How can this project support your future choices, please briefly explain", 8% (2 people) said "Good", 8% (2 people) answered "I do not know about the project", and 20% (5 people) answered "I found the project useful".

25 students received training

For the item "I get motivated to improve myself", 4% (1 person) of the students who participated in the survey said "I disagree", 32% (8 people) said "I am undecided", 32% (8 people) said "I agree" and 32% (8 people) said "I disagree", (8 people) answered "I strongly agree". No one answered "I strongly disagree".

For the item "I have sufficient resources to support my career and future choices", 8% (2 people) of the students who participated in the survey said "I disagree", 36% (9 people) said "I am undecided", and 44% (11 people) said "I agree", and 12% (3 people) answered "I strongly agree". No one (0 people) answered "I strongly disagree".





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To the item "I know how to choose my future profession", 4% (1 person) of the students who participated in the survey said "I strongly disagree", 8% (2 people) said "I disagree", 8% (2 people) said "I am undecided", 32% of them (8 people) answered "I agree" and 48% (12 people) answered "I strongly agree".

To the item "I can easily discuss my future choices with my family", 4% (1 person) of the students who participated in the survey said "I strongly disagree", 8% (2 people) said "I disagree", 16% (4 people) said "I am undecided", 32% of them (8 people) answered "I agree" and 40% (10 people) answered "I strongly agree".

To the item "I can easily discuss my future preferences with my teachers at school", while 12% (3 people) of the students who participated in the survey said "I disagree", 16% (4 people) said "I am undecided", 16% (4 people) said "I agree" and 56% of them answered "I strongly agree", no one (0 people) answered "I strongly disagree".

To the item "I can easily determine my future goal", 4% (1 person) of the students who participated in the survey said "I strongly disagree", 8% (2 people) said "I disagree", 16% (4 people) said "I am undecided", and 44% (11 people) answered "I agree" and 28% (7 people) answered "I strongly agree".

To the item "I know every step I will take to achieve my future goal", while 4% (1 person) of the students who participated in the survey said "I strongly disagree", 48% (12 people) said "I am undecided", and 28% (7 people) said "I agree", and 20% (5 people) answered "I strongly agree", no one (0 people) answered "I disagree".

To the item "I know how to deal with obstacles while achieving my goal", 4% (1 person) of the students who participated in the survey said "I strongly disagree", 20% (5 people) said "I disagree", 24% (6 people) said "I am undecided", 40% (10 people) answered "I agree" and 12% (3 people) answered "I strongly agree".

To the item "I know what advantages I need to have to build my life", while 8% (2 person) of the students who participated in the survey said "I disagree", 32% (8 people) said "I am undecided", and 32% (8 people) said "I agree", and 28% (7 people) answered "I strongly agree", no one (0 people) answered "I strongly disagree".

To the item "I feel ready to take the responsibility of building my life", while 12% (3 person) of the students who participated in the survey said "I disagree", 24% (6 people) said "I am undecided", and 36% (9 people) said "I agree", and 28% (7 people) answered "I strongly agree", no one (0 people) answered "I strongly disagree".

While 64% (16 people) of the students who participated in the survey did not answer the open-ended question "How can this project support your future choices, please briefly explain", 36% (9 people) answered.





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ITALY

This survey is part of the Erasmus Plus project Support to Choose the Future. Participation in this activity is voluntary. Your answers will be kept confidential and used for research purposes only. The survey will be anonymous.

25 students who did not receive training

1. To the item "I get motivated to improve myself" of the students participating in the survey, 6,3% said "I strongly disagree", 6,3% said "I disagree", 21,9% said "I am undecided", 37,5% of them answered "I agree" and 28,1% answered "strongly agree".

2. Among the students participating in the survey, 3,1% said "I strongly disagree" to the item "I have sufficient resources to support my career and future choices", 12,5% said "I disagree", and 34,4% said "I am undecided", 43,8% answered "I agree" and 6,3% answered "I strongly agree".

3. To the item "I can easily discuss my future choices with my family", while 12,5% of the respondents answered "I strongly agree", 9,4% of the students who participated in the survey said "I disagree", 34,4% said "I am undecided", 18,8% said "I agree", 25% of them answered "I strongly agree".

4. To the item "I can easily discuss my future preferences with my teachers at school", 6,3% of the students who participated in the survey said "I strongly disagree", 6,3% said "I disagree", 21,9% said "I am undecided", 46,9% answered "I agree" and 18,8 of the respondents answered "I strongly agree".

5. To the item "I can easily determine my future goal", 12,5% of the students who participated in the survey said "I strongly disagree", 9,4% said "I disagree", 46,9% said "I am undecided", and 21,9% said "I disagree", and 9,4% answered "I strongly agree".

6. To the item "I know every step I will take to achieve my future goal", 12,5% of the students who participated in the survey said "I strongly disagree", 28,1% said "I disagree", 28,1% said "I am undecided", 21,9% answered "I agree" and 9,4% of the respondents answered "I strongly agree".

7. To the item "I know how to deal with obstacles while achieving my goal", 15,6% of the students who participated in the survey said "I strongly disagree", 21,9% said "I disagree", 34,4% said "I am undecided", 15,6% answered "I agree" and 12,5% answered "I strongly agree".

8. To the item "I know what advantages I need to have to build my life", 3,2% of the students who participated in the survey said "I strongly disagree", 12,9% said "I disagree", 25,8% said "I am undecided", 38,7% answered "I agree", 19,4 of the respondents answered "I strongly agree".





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9. To the item "I feel ready to take the responsibility of building my life", 3,1% of the respondents answered "I strongly disagree", 6,3% said "I disagree", 31,3% said "I am undecided", 37,5% answered "I agree" and 21,9 of the respondents answered "I strongly agree".

10. While 4,5% answered as "I don't know", 36% of the students who participated in the survey answered as "It didn't help." to the open-ended question "How can this project support your future choices, please briefly explain", 59% answered "I found the project useful".

25 students received training

1. To the item "I get motivated to improve myself" of the students participating in the survey, 2,5% said "I strongly disagree", 2,5% said "I disagree", 20% said "I am undecided", 42,5% of them answered "I agree" and 32,5% answered "strongly agree".

2. For the item "I have sufficient resources to support my career and future choices", 5% of the respondents answered "I strongly disagree", 10% answered as "I disagree", 32,5% said "I am undecided", 37,5% said "I agree", and 15% answered "I strongly agree".

3. To the item "I can easily discuss my future choices with my family", 2,6 of the respondents answered "I strongly disagree", 7,7% said "I disagree", 20,5% said "I am undecided", 35,9% of them answered "I agree" and 33,3% answered "I strongly agree".

4. To the item "I can easily discuss my future preferences with my teachers at school", 5% of the respondents answered "I strongly disagree", 15% said "I disagree", 32,5% said "I am undecided", 40% said "I agree" and 7,5% of them answered "I strongly agree".

5. To the item "I can easily determine my future goal", 10% of the respondents answered "I strongly disagree", 17,5 said "I disagree", 25% said "I am undecided", and 32,5% said "I agree" and 15% answered "I strongly agree".

6. To the item "I know every step I will take to achieve my future goal", 2,5% of the respondents answered "I strongly disagree", 15% said I disagree, 35% said "I am undecided", 35% said "I agree", and 12,5% answered "I strongly agree".

7. To the item "I know how to deal with obstacles while achieving my goal", 5% of the respondents answered "I strongly disagree", 7,5% said "I disagree" and 40% said "I am undecided", 40% of them answered "I agree" and 7,5% answered "I strongly agree".





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8. To the item "I know what advantages I need to have to build my life", 5% of the respondents answered "I strongly disagree", 15% said "I disagree", 27,5% said "I am undecided", 42,5% of them answered "I agree" and 10% answered "I strongly agree".

9. To the item "I feel ready to take the responsibility of building my life", 5% of the respondents answered "I strongly disagree", 12,5% said "I disagree", 25% said "I am undecided", 32,5% said "I agree", and 25% answered "I strongly agree".

10. While 6% of the students who participated in the survey answered as "No" the open-ended question "How can this project support your future choices, please briefly explain", 94% answered "I found the project useful".

When surveys was examined, it was found that the data were normally distributed to the groups as a result of the analyzes. Therefore, it is thought that it would be more meaningful to analyze the data at the parametric point.

As a result, the difference between the arithmetic means of the participants was found to be significant. When the averages were examined, it was seen that the average scores of those who received coaching modules training were higher than those who did not receive this training.

SPAIN

This survey is part of the Erasmus Plus project Support to Choose the Future. Participation in this activity is voluntary. Your answers will be kept confidential and used for research purposes only. The survey will be anonymous.

25 students who did not receive training

1. To the item "I get motivated to improve myself" of the students participating in the survey, 15,4% said "I strongly disagree", 30,8% said "I disagree", 38,5% said "I am undecided", 11,5% of them answered "I agree" and 3,8% answered "strongly agree".

2. Among the students participating in the survey, 3,8% said "I strongly disagree" to the item "I have sufficient resources to support my career and future choices", 30,8% said "I disagree", and 46,2% said "I am undecided". ", 19,2% answered "I agree" and 0% answered "I strongly agree".





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3. To the item "I can easily discuss my future choices with my family", while 3,8% of the students who participated in the survey said "I disagree", 34,6% said "I am undecided", 26,9% said "I agree", %34,6 of them answered "I strongly agree", none of the respondents answered "I strongly agree".

4. To the item "I can easily discuss my future preferences with my teachers at school", 7,7% of the students who participated in the survey said "I strongly disagree", 23,1% said "I disagree", 50% said "I am undecided", 19,2% answered "I agree" and none of the respondents answered "I strongly agree".

5. To the item "I can easily determine my future goal", 3,8% of the students who participated in the survey said "I strongly disagree", 23,1% said "I disagree", 46,2% said "I am undecided", and 19,2% said "I disagree", and 7,7% answered "I strongly agree".

6. To the item "I know every step I will take to achieve my future goal", 3,8% of the students who participated in the survey said "I strongly disagree", 30,8% said "I disagree", 42,3% said "I am undecided", 23,1% answered "I agree" and none of the respondents answered "I strongly agree".

7. To the item "I know how to deal with obstacles while achieving my goal", 11,5% of the students who participated in the survey said "I strongly disagree", 19,2% said "I disagree", 38,5% said "I am undecided", 26,9% answered "I agree" and 3,8% answered "I strongly agree".

8. To the item "I know what advantages I need to have to build my life", 12% of the students who participated in the survey said "I strongly disagree", 28% said "I disagree", 40% said "I am undecided", 20% answered "I agree" none of the respondents answered "I strongly agree".

9. To the item "I feel ready to take the responsibility of building my life", none of the respondents answered "I strongly disagree", 34,6% said "I disagree", 50% said "I am undecided", 15,4% answered "I agree" and none of the respondents answered "I strongly agree".

10. While 92% of the students who participated in the survey did not answer the open-ended question "How can this project support your future choices, please briefly explain", 8% answered "I found the project useful".

25 students received training

1. For the item "I get motivated to improve myself", none of the respondents answered I strongly disagree and I disagree, 8,3% of them said "I am undecided", 54,2% said "I agree" and 37,5% answered "I strongly agree".

2. For the item "I have sufficient resources to support my career and future choices", none of the respondents answered I strongly disagree, I disagree and I am undecided and 41,7% said "I agree", and 58,3% answered "I strongly agree".





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3. To the item "I can easily discuss my future choices with my family", none of the respondents answered I strongly disagree, I disagree and I am undecided, 50% of them answered "I agree" and 50% answered "I strongly agree"

4. To the item "I can easily discuss my future preferences with my teachers at school", none of the respondents answered I strongly disagree, I disagree, 12,5% said "I am undecided", 50% said "I agree" and 37,5% of them answered "I strongly agree",

5. To the item "I can easily determine my future goal", none of the respondents answered I strongly disagree, I disagree and I am undecided, and 37,5% said "I agree" and 62,5% answered "I strongly agree".

6. To the item "I know every step I will take to achieve my future goal", none of the respondents answered I strongly disagree, I disagree, 8,3% said "I am undecided", and 41,7% said "I agree", and 50% answered "I strongly agree".

7. To the item "I know how to deal with obstacles while achieving my goal", none of the respondents answered I strongly disagree, I disagree and I am undecided, 50% of them answered "I agree" and 50% answered "I strongly agree".

8. To the item "I know what advantages I need to have to build my life", none of the respondents answered I strongly disagree, I disagree and I am undecided, 45,8% of them answered "I agree" and 54,2% answered "I strongly agree".

9. To the item "I feel ready to take the responsibility of building my life", none of the respondents answered I strongly disagree, I disagree, 8,3% said "I am undecided", and 41,7% said "I agree", and 50% answered "I strongly agree".

10. While 96% of the students who participated in the survey did not answer the open-ended question "How can this project support your future choices, please briefly explain", 8% answered "I found the project useful".

When surveys was examined, it was found that the data were normally distributed to the groups as a result of the analyzes. Therefore, it is thought that it would be more meaningful to analyze the data at the parametric point.

As a result, the difference between the arithmetic means of the participants was found to be significant. When the averages were examined, it was seen that the average scores of those who received coaching modules training were higher than those who did not receive this training.





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SLOVENIA

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25 students who did not receive training

1. To the item "I get motivated to improve myself" of the students participating in the survey, 13,4% said "I strongly disagree", 32,8% said "I disagree", 36,3% said "I am undecided", 13,7% of them answered "I agree" and 3,8% answered "strongly agree".

2. Among the students participating in the survey, 4% said "I strongly disagree" to the item "I have sufficient resources to support my career and future choices", 31% said "I disagree", and 4% said "I am undecided". , 20,4% answered "I agree" and 0% answered "I strongly agree".

3. To the item "I can easily discuss my future choices with my family", while 3,8% of the students who participated in the survey said "I disagree", 36% said "I am undecided", 26,9% said "I agree", %36 of them answered "I strongly agree", none of the respondents answered "I strongly agree".

4. To the item "I can easily discuss my future preferences with my teachers at school", 7,7% of the students who participated in the survey said "I strongly disagree", 25,1% said "I disagree", 48% said "I am undecided", 19,2% answered "I agree" and none of the respondents answered "I strongly agree".

5. To the item "I can easily determine my future goal", 3,8% of the students who participated in the survey said "I strongly disagree", 25,1% said "I disagree", 48,2% said "I am undecided", and 19,9% said "I disagree", and 7,0% answered "I strongly agree".

6. To the item "I know every step I will take to achieve my future goal", 3,8% of the students who participated in the survey said "I strongly disagree", 32,8% said "I disagree", 40,3% said "I am undecided", 23,1% answered "I agree" and none of the respondents answered "I strongly agree".

7. To the item "I know how to deal with obstacles while achieving my goal", 15,5% of the students who participated in the survey said "I strongly disagree", 19,2% said "I disagree", 35,5% said "I am undecided", 26,0% answered "I agree" and 3,8% answered "I strongly agree".

8. To the item "I know what advantages I need to have to build my life", 14% of the students who participated in the survey said "I strongly disagree", 30% said "I disagree", 40% said "I am undecided", 16% answered "I agree" none of the respondents answered "I strongly agree".





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9. To the item "I feel ready to take the responsibility of building my life", none of the respondents answered "I strongly disagree", 37,6% said "I disagree", 50% said "I am undecided", 12,4% answered "I agree" and none of the respondents answered "I strongly agree".

10. While 84% of the students who participated in the survey did not answer the open-ended question "How can this project support your future choices, please briefly explain", 16% answered "I found the project useful".

25 students received training

1. For the item "I get motivated to improve myself", none of the respondents answered I strongly disagree and I disagree, 6,3% of them said "I am undecided", 56,2% said "I agree" and 37,5% answered "I strongly agree".

2. For the item "I have sufficient resources to support my career and future choices", none of the respondents answered I strongly disagree, I disagree and I am undecided and 39,7% said "I agree", and 60,3% answered "I strongly agree".

3. To the item "I can easily discuss my future choices with my family", none of the respondents answered I strongly disagree, I disagree and I am undecided, 53% of them answered "I agree" and 47% answered "I strongly agree".

4. To the item "I can easily discuss my future preferences with my teachers at school", none of the respondents answered I strongly disagree, I disagree, 11,5% said "I am undecided", 51% said "I agree" and 37,5% of them answered "I strongly agree",

5. To the item "I can easily determine my future goal", none of the respondents answered I strongly disagree, I disagree and I am undecided, and 38,5% said "I agree" and 61,5% answered "I strongly agree".

6. To the item "I know every step I will take to achieve my future goal", none of the respondents answered I strongly disagree, I disagree, 8,3% said "I am undecided", and 41,7% said "I agree", and 50% answered "I strongly agree".

7. To the item "I know how to deal with obstacles while achieving my goal", none of the respondents answered I strongly disagree, I disagree and I am undecided, 54% of them answered "I agree" and 46% answered "I strongly agree".

8. To the item "I know what advantages I need to have to build my life", none of the respondents answered I strongly disagree, I disagree and I am undecided, 47,5% of them answered "I agree" and 52,5% answered "I strongly agree".





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9. To the item "I feel ready to take the responsibility of building my life", none of the respondents answered I strongly disagree, I disagree, 6,3% said "I am undecided", and 41,7% said "I agree", and 52% answered "I strongly agree".

10. While 84% of the students who participated in the survey did not answer the open-ended question "How can this project support your future choices, please briefly explain", 16% answered "I found the project useful, interesting and effective".

When surveys was examined, it was found that the data were normally distributed to the groups as a result of the analyzes. Therefore, it is thought that it would be more meaningful to analyze the data at the parametric point.

As a result, the difference between the arithmetic means of the participants was found to be significant. When the averages were examined, it was seen that the average scores of those who received coaching modules training were higher than those who did not receive this training.

NETHERLANDS

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25 students who did not receive training

1.To the item "I get motivated to improve myself" of the students participating in the survey, none of the respondents answered I strongly disagree, I disagree, 52% said "I am undecided", 40% of them answered "I agree" and 8% answered "strongly agree".

2.Among the students participating in the survey, none of the respondents answered "I strongly disagree" to the item "I have sufficient resources to support my career and future choices", 8% said "I disagree", and 72% said "I am undecided". ", 20% answered "I agree" and 0% answered "I strongly agree".

3. To the item "I know how to choose my future profession" none of the respondents answered "I strongly disagree", 12% said "I disagree", and 68% said "I am undecided", 20% answered "I agree" and 0% answered "I strongly agree".

4.To the item "I can easily discuss my future choices with my family", none of the respondents answered "I strongly disagree" to the item "I have sufficient resources to support my career and future choices", 8% said "I disagree", and 72% said "I am undecided", 20% answered "I agree" and 0% answered "I strongly agree".





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5. To the item "I can easily discuss my future preferences with my teachers at school", none of the respondents answered "I strongly disagree", 12% said "I disagree", and 76% said "I am undecided", 24% answered "I agree" and none of the respondents answered "I strongly agree".

6. To the item "I can easily determine my future goal", none of the respondents answered "I strongly disagree", 12% said "I disagree", and 64% said "I am undecided", 24% answered "I agree" and 0% answered "I strongly agree".

7. To the item "I know every step I will take to achieve my future goal", none of the respondents answered "I strongly disagree", 12% said "I disagree", and 64% said "I am undecided", 24% answered "I agree" and 0% answered "I strongly agree".

8. To the item "I know how to deal with obstacles while achieving my goal", none of the respondents answered "I strongly disagree", 12% said "I disagree", and 64% said "I am undecided", 24% answered "I agree" and 0% answered "I strongly agree".

9. To the item "I know what advantages I need to have to build my life", none of the respondents answered "I strongly disagree", 4% said "I disagree", 76% said "I am undecided", 20% answered "I agree" none of the respondents answered "I strongly agree".

10. To the item "I feel ready to take the responsibility of building my life", none of the respondents answered "I strongly disagree", 4% said "I disagree", 72% said "I am undecided", 24% answered "I agree" none of the respondents answered "I strongly agree".

11. While 80% of the students who participated in the survey did not answer the open-ended question "How can this project support your future choices, please briefly explain", 20% answered "I found the project useful".

25 students received training

1. For the item "I get motivated to improve myself", none of the respondents answered I strongly disagree, I disagree and, of them said "I am undecided", 44% said "I agree" and 56% answered "I strongly agree".

2. For the item "I have sufficient resources to support my career and future choices", none of the respondents answered I strongly disagree, and I disagree, 4% of them I am undecided and 96% said "I agree", and no one answered "I strongly agree".

3. To the item "I know how to choose my future profession" 100% of students answered "I agree" .





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4. To the item "I can easily discuss my future choices with my family", none of the respondents answered I strongly disagree, and I disagree, 12% of them said I am undecided, 88% of them answered "I agree" and no one answered "I strongly agree".
5. To the item "I can easily discuss my future preferences with my teachers at school", 100% of students answered "I agree"
6. To the item "I can easily determine my future goal", 100% of students answered "I agree"
7. To the item "I know every step I will take to achieve my future goal", 100% of students answered "I agree"
8. To the item "I know how to deal with obstacles while achieving my goal", 100% of students answered "I agree"
9. To the item "I know what advantages I need to have to build my life", 100% of students answered "I agree"
10. To the item "I feel ready to take the responsibility of building my life", 100% of students answered "I agree"
11. While 88% of the students who participated in the survey did not answer the open-ended question "How can this project support your future choices, please briefly explain", 12% answered "I found the project useful".

When surveys were examined, it was found that the data were normally distributed to the groups as a result of the analyzes. Therefore, it is thought that it would be more meaningful to analyze the data at the parametric point.

As a result, the difference between the arithmetic means of the participants was found to be significant. When the averages were examined, it was seen that the average scores of those who received coaching modules training were higher than those who did not receive this training.

Conclusion

In surveys conducted with students in 5 countries, significant differences emerged between students who received coaching and mentoring training and students who did not receive coaching and mentoring training. Students who received education in all 5 countries gave more consistent answers in terms of motivation, family and teacher support, decision-making and coping with problems in their future choices. This situation has shown that more successful results can be achieved by including coaching and mentoring education in education and training, especially in vocational high schools. In the surveys conducted with students in the country, the coaching and mentoring system was seen as an interesting, useful, helpful method that solves questions. At the same time, this method has been recognized as a highly effective method.

In the surveys conducted with teachers, it was seen that the contribution of the family, the presence of teachers who are prudent, actively listening, guiding, responsible and stable and producing solutions are important for





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student motivation. At the same time, it has been observed that students who can talk about their future problems with their families act more confidently, faster and more comfortably.

With the online module prepared as an output of the project, it is aimed to produce precise and sustainable solutions to the problems experienced by young people in their future choices. It is thought that both the project and the coaching and mentoring used as a method will be a method that can be successfully applied in the education system with the applications to be made over time.

