

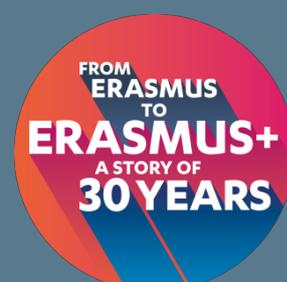


European  
Commission



# Tackling Early School Leaving

A collection of innovative and inspiring resources  
Explore. Learn. Share. - 2017



Education and  
Training

**EUROPEAN COMMISSION**

Directorate-General for Education, Youth, Sport and Culture  
Directorate B – Youth, Education and Erasmus+  
Unit B.2 – Schools and multilingualism

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# **Tackling Early School Leaving**

***A collection of innovative and inspiring resources***

***Explore. Learn. Share. - 2017***

edited by

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Luxembourg: Publications Office of the European Union, 2017

PDF ISBN 978-92-79-66119-8 DOI 10.2766/571091 NC-01-17-126-EN-N

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## Introduction

This “**Tackling Early School Leaving**” publication presents a selection of products developed within projects funded under Erasmus+ and its predecessor, the Lifelong Learning Programme, in the field of school education, vocational education and training (VET) and adult learning.

Since 2010, preventing early school leaving has been a key priority of the European Union, with the objective to reduce the rate of early school leavers to fewer than 10%. The June 2011 [Recommendation of the Council on policies to reduce early school leaving](#), sets out a framework for coherent, comprehensive, and evidence-based policies, including (1) identification of main factors and monitoring, (2) prevention, (3) intervention and (4) compensation measures.

## Overview

The “**Tackling Early School Leaving**” publication promotes interesting and innovative ideas emerging from EU-funded projects to help inspire schools, teachers, non-governmental organisations, project applicants and policymakers across Europe to develop their professional practice. It offers a number of useful resources including teaching materials, as well as creative approaches to preventing early leaving from education and training. The brochure has been structured under the following headings, which reflect how the resources can be used in line with the four main elements of the 2011 Council Recommendation on policies to reduce early school leaving:

- **Chapter 1** – Identifying and addressing reasons for early school leaving – awareness raising and exchange of good practice (*projects that facilitated the exchange of good practice to prevent early school leaving*).
- **Chapter 2** – Approaches to preventing early school leaving (*projects that developed different approaches to learning for learners who are at risk of leaving school early*);
- **Chapter 3** – Training modules and courses for teachers (*projects that developed training programmes, toolkits and guidelines to help develop teachers’ competences in preventing early school leaving*);
- **Chapter 4** – Providing second-chance opportunities for early school leavers (*projects that provided opportunities for early school leavers to develop basic competences through flexible learning opportunities*);

## Additional resources

If you are interested in the topic of Early School Leaving, you may also be interested in the following resources:

- European Commission web page on the European policy regarding early school leaving ([http://ec.europa.eu/education/policy/school/early-school-leavers\\_en](http://ec.europa.eu/education/policy/school/early-school-leavers_en))
- Final Report of the Thematic Working Group on Early School Leaving, including a checklist for national and local authorities on comprehensive policies to reduce early school leaving ([http://ec.europa.eu/dgs/education\\_culture/repository/education/policy/strategic-framework/doc/esl-group-report\\_en.pdf](http://ec.europa.eu/dgs/education_culture/repository/education/policy/strategic-framework/doc/esl-group-report_en.pdf))
- The School Education Gateway hosts the European Toolkit for Schools (<http://www.schooleducationgateway.eu/europeantoolkitforschools>). This

toolkit promotes inclusive education and helps tackling early school leaving. It offers concrete ideas for improving collaboration within, between and beyond schools with a view to enabling all children and young people to succeed in school.

- EPALE, the e-Platform for Adult Learning in Europe offers a thematic section on Second chance schools (<https://ec.europa.eu/epale/en/themes/second-chance-schools>), with news, blog posts and resources related to supporting adults getting back to education.

## Identifying and addressing reasons for early school leaving (ESL)

### Peer-to-peer tutoring: Transferring successful methodology and learning strategies to reduce dropouts in initial education and training (IVET)

#### Summary

The project aimed to transfer to other European countries peer to peer tutoring methodology approaches used by the secondary educational and vocational school, Casagrande/Cesi. Peer-to-Peer tutoring involves students teaching other students, and is seen as an effective approach to use in classrooms to support learners who are at risk of leaving education. A key objective was to help participating institutions in partner countries adapt and integrate this approach in their own contexts.

#### Main outputs

Title of product	Description	Format	Language
<b>Guidelines</b>	Covering peer tutoring education for both students and teachers	PDF	EN, IT, RO, TR
<b>Needs analysis</b>	Local and school-level analysis on educational needs with the aim of helping to move towards a common pedagogical model	PDF	EN, IT, RO, TR
<b>Synthetic Report</b>	Local and national level needs analysis based on a survey on the main causes of school dropout, with the aim of helping to move towards a common pedagogical model	PDF	EN, IT, RO, TR

**Coordinator:** Istituto di Istruzione Superiore Professionale Tecnico Commerciale A. Casagrande F. Cesi (IT)

**Countries:** IT, RO, TR

**Web resources:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/094ce131-f877-4695-a33e-4003cec52c31>

**Funding type:** Leonardo da Vinci Transfer of Innovation

**Dates:** 2013–2016

## The QPA Method – New ways to support and motivate initial education and training (IVET) students at particular risk of early school leaving (ESL), including students with migrant or Roma backgrounds

### Summary

The project aimed to disseminate the QPA Method across educational institutions in order to reduce the number of dropouts in IVET, and to develop innovative practices in IVET systems to tackle ESL and enhance the capacity of teachers and trainers in this area. The method is based on the work of a research group, which developed an innovative theory on learning processes, the outcome of which was an educational tool known as the QPA Method. The QPA Method helps institutions develop education paths for their students, and starts by identifying the difficulties that students' face that are likely to prevent them from learning. Students are involved in the process to help them become aware of how they learn.

### Main outputs

Title of product	Description	Format	Language
<b>Kit with monitoring and assessment tools</b>	Templates for educational institutions to use to check the progress of their students	PDF	EN, ES, FR, IT
<b>QPA New methodologies against early school leaving</b>	Report based on survey of a sample of schools and vocational teaching centres aimed at investigating new approaches to preventing early school leaving	PDF	EN, IT

**Coordinator:** Intensa San Paolo Formazione SCPA (IT)

**Countries:** BE, ES, FR, IT

**Web resources:** [www.qpaproject.eu](http://www.qpaproject.eu)

**Funding type:** Leonardo da Vinci Transfer of Innovation

**Dates:** 2013–2016

## In School – Innovation in early school leaving (ESL)

### Summary

The project aimed to establish a network of European VET organisations to help facilitate the dissemination of best practice on how to improve the quality of training, to prevent students who may be at risk of leaving education. It focused on the transfer of innovative practices in countries where the ESL rate has exceeded the Europe 2020 target. The partners involved in the project had previous experience of working in VET, and of successfully managing and addressing early school leaving in their institutions.

### Main outputs

Title of product	Description	Format	Language
<b>Good Practice guide</b>	Documents good practice in five different schools spanning participating countries	PDF	EN, IT, PT, RO, TR
<b>Website</b>	Contains information on the project, including testimonials from each country and videos depicting activities carried out by partners linked to sharing best practice approaches to preventing early school leaving	Website Video	EN, IT, PT, RO, TR

**Coordinator:** Bury College (UK)

**Countries:** IT, PT, RO, TR, UK

**Web resources:** <http://inschoolproject.org>

**Funding type:** Leonardo da Vinci Transfer of Innovation

**Dates:** 2013–2016

## FEIGHT – The 8 solutions for fighting early school leaving (ESL) in VET

### Summary

The project focused on teachers working with VET students, including groups at increased risk of ESL, such as children from a disadvantaged socio-economic background, from a migrant background or with special educational needs. It aimed at identifying the main factors contributing to ESL in VET in order to reduce dropouts by increasing motivation of the VET students. It also aimed to raise awareness of early leaving amongst school leaders and decision makers in the field of VET. The consortium included six partners from four countries.

### Main outputs

Title of product	Description	Format	Language
<b>Coaching Guide for Teachers Working in VET Schools</b>	Four training modules including innovative teaching and quality procedures for fighting ESL in VET	PDF	EN
<b>Quality Procedures for Reducing Dropouts in VET Schools</b>	Suggested measures (e.g. detection and monitoring methods) to prevent school dropout	PDF	EN
<b>Collection of innovative teaching and training methods</b>	Good practice examples of teaching and training methods from project stakeholders	PDF	EN
<b>Guidelines app</b>	Mobile app providing a simple, portable, easy-to-access set of resources: procedures, questionnaires and examples	Website	EN
<b>Kit for VET schools for identifying students at risk of dropping out</b>	Quality procedures (see above) as well as questionnaires for teachers to give to students and parents	PDF	EN
<b>Peer training pack for teachers and trainers</b>	Two handbooks to increase the quality of training provided to peer education trainers and the training delivered in their institutions	PDF	EN
<b>Video</b>	Short film on the programme	Video	EN

**Coordinator:** Stichting IVN (NL)

**Countries:** IT, NL, TR, UK

**Web resources:** [www.ldvfeight.eu](http://www.ldvfeight.eu)

**Funding type:** Leonardo da Vinci Transfer of Innovation

**Dates:** 2012–2015

## RE-NET – revitalising networks and new emphasis in transfer: Preventing and facing early school leaving (ESL) by sharing solutions and tools

### Summary

The project aimed to contribute to education practices and systems that address ESL by developing a common strategy for this issue. It also aimed to enhance cooperation amongst actors from different cultural, social and economic contexts. Objectives included the transfer of best practices at local level in coping with early school leaving, supported by tools and didactical-pedagogical solutions, and the improvement of existing networks.

### Main outputs

Title of product	Description	Format	Language
<b>Needs analysis reports</b>	Results of survey analyses on competences network building	PowerPoint	EL, IT, LV
<b>Transnational Comparative Report (Good Practices)</b>	Analysis of good practices to address early school leaving	Word	BE, DE, ES, IT, RO
<b>Good Practices</b>	Best examples across participating countries	PowerPoint	EL, IT, LV

**Coordinator:** Scuola secondaria statale di I grado Giuseppe Toniolo (IT)

**Countries:** EL, IT, LV

**Web resources:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details-page/?nodeRef=workspace://SpacesStore/3b7e1c21-0f5f-44f8-ac39-d357438cc631>

**Funding type:** Leonardo da Vinci Transfer of Innovation

**Dates:** 2010–2013

## Tune in! – Combating dropout

### Summary

Preventing early school leaving (ESL) was the ultimate goal of this project, which was made up of a consortium consisting of seven partners in six European countries. The project transferred successful dropout prevention methods and approaches (i.e. competence and labour market oriented work-based training, development of social and basic skills, self-directed learning approaches and guidance and counselling measures) which had been developed and implemented in the Austrian BFI production schools to four partner countries in Europe.

### Main outputs

Title of product	Description	Format	Language
<b>Toolbox</b>	Educational guidelines and good practice examples from participating countries	PDF	DE, DK, ES, IT, PT, SI
<b>Guidelines</b>	Information on dropout detection and prevention: how to detect the symptoms and understand causes; and hints for recognition	PDF	DE, DK, ES, IT, PT, SI
<b>Train the Trainer course</b>	Trainer course for combating dropout in all partner countries	PDF	DE, DK, ES, IT, PT, SI
<b>Train the Trainer curriculum</b>	Curriculum of the Train the Trainer course, individually adapted in all partner languages	PDF	DE, DK, ES, IT, PT, SI

**Coordinator:** Berufsförderungsinstitut Oberösterreich (AT)

**Countries:** AT, DK, ES, IT, PT, SI

**Web resources:** [www.tune-in-project.eu](http://www.tune-in-project.eu)

**Funding type:** Leonardo da Vinci Transfer of Innovation

**Dates:** 2013–2016

## ACT-VET – Acting against dropouts in vocational education

### Summary

The main objective of this project was to find new methods for increasing student motivation, and creating more supportive school environments to decrease the number of student dropouts. It aimed to increase the motivation and readiness for lifelong learning amongst young European citizens. Project activities included the exchange of information, sharing and analysing best-practice models, comparing them and adapting them to each partner's own activities and environment.

### Main outputs

Title of product	Description	Format	Language
Summary of Best Practices: Collection, Analysis and Comparison of European Dropout Prevention Methods	Six different vocational education dropout prevention methods from four European countries are presented, compared and analysed	PDF	EN

**Coordinator:** Porvoo International College (FI)

**Countries:** DE, FI, NL, TR

**Web resources:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details-page/?nodeRef=workspace://SpacesStore/57bd050d-771d-44d4-aa7e-fba281f3f59a>

**Funding type:** Leonardo da Vinci Partnerships

**Dates:** 2012–2015

## MAKE – Measures for achieving knowledge and employment

### Summary

The main aim of the project was to address reasons for leaving the educational system early. It also aimed to establish what training and support was available to support early leavers in Slovenia. Objectives were to transfer and adapt new approaches, measures, models and tools from partner countries to facilitate the active participation of early school leavers in society and the labour market through testing and evaluating methods to support early school leavers return to education.

### Main outputs

Title of product	Description	Format	Language
<b>Training programme for experts working with NEETs</b>	Training programme to provide experts with an insight into UK approaches to support young people that are NEET or at risk of disengaging from learning	PDF	EN
<b>Training programme for mentors of NEETs in enterprises</b>	Outlines programme to help mentors understand NEETs and provide them with resources, tools and methodologies to host NEETs as internship students	PDF	EN
<b>Training manual for NEETs</b>	Outlines training programme for NEETs with the aim of helping them to understand why they left education prematurely, the consequences and ways to change their current NEET status	PDF	EN
<b>State of the Art Report</b>	On early school leavers in Slovenia	PDF	EN

**Coordinator:** Ekonomski Institut Maribor, d.o.o., PE Center razvoja cloveskih virov (Economic Institute of Maribor, Human Resource Development Centre) (SI)

**Countries:** ES, SI, UK

**Web resources:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/fcbb43e5-325b-4de7-8059-95a641092e42>

**Funding type:** Leonardo da Vinci Transfer of Innovation

**Dates:** 2010–2013

## Safe Arrival Project (SAP) – reducing dropout of young people in vocational education and training

### Summary

The aim of SAP was to reduce the number of drop-outs in initial education and training (IVET) by transferring good practice linked to this area amongst partners. The project also created a screening tool designed to predict which young people were at greater risk of becoming NEET through dropping out of education prematurely. The tool helped to inform the reduction of dropout amongst IVET students in partner countries and the UK and helped to reduce the overall NEET rate.

### Main outputs

Title of product	Description	Format	Language
<b>SAP Practitioners Guide</b>	Contains a tool to help staff implement SAP	PDF	EN
<b>Toolkit For Future Users of the SAP Tool</b>	Provides information on how to implement the SAP tool within each partner country	PDF	CZ, EN, ES, HU
<b>E-learning videos</b>	Detailing how to implement the SAP tool	Video	EN

**Coordinator:** Sandwell Metropolitan Borough Council (UK)

**Countries:** CZ, ES, HU, IE, UK

**Web resources:** [www.safearrivalproject.com](http://www.safearrivalproject.com)

**Funding type:** Leonardo da Vinci Transfer of Innovation

**Dates:** 2013–2015

## School is cool

### Summary

The aim of the project was to increase awareness of early school leaving (ESL), and to make school more attractive to potential dropouts through games, drama, music, ICT, native language and English lessons, art, physical education and maths. Through these activities, the project hoped to increase students' motivation to learn.

### Main outputs

Title of product	Description	Format	Language
<b>Booklet</b>	Contains project overview, activities and outcomes and case study accounts of the project activity	PDF	EN

**Coordinator:** Schule im Innerstetal (DE)

**Countries:** DE, FR, IT, PL, RO, TR

**Web resources:**

[http://www.europeansharedtreasure.eu/detail.php?id\\_project\\_base=2013-1-DE3-COM06-35584](http://www.europeansharedtreasure.eu/detail.php?id_project_base=2013-1-DE3-COM06-35584)

**Funding type:** Comenius Multilateral School Partnerships

**Dates:** 2013–2015

## Approaches to preventing early school leaving

### Individual Study Paths (ISP) – a way to prevent dropout

#### Summary

The project consisted of a needs analysis and the development of personalised study paths for students, as well as the development of a training programme to help educational institutions prevent early school leaving (ESL). Institutions also had the opportunity to share experiences and best practices.

#### Main outputs

Title of product	Description	Format	Language
<b>Training programme – workshop modules for social workers, pedagogues and supervisors</b>	Workshop schedule, summary of literature on best practice in the different participating countries and information, examples and links to different teaching tools and methods	Word	EN
<b>Data analysis of dropouts</b>	Data analysis of ESL trends within partner countries	Word	EN
<b>Best-practice reports</b>	Reports on best practice to prevent early leaving across different institutions in participating countries	PDF	EN

**Coordinator:** Invalidisäätiö/Keskuspuiston ammattiopisto (FI)

**Countries:** DE, DK, ES, FI, NL

**Web resources:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/ff4ca15c-fcd4-4bac-9075-12167914fa12>

**Funding type:** Leonardo da Vinci Transfer of Innovation

**Dates:** 2013–2016

## Code RED – Co-design to re-engage the disengaged

### Summary

This project was developed on the basis that there was an overrepresentation in early school leaving (ESL) amongst pupils who were disabled, had emotional or behavioural problems, or were migrants. The project focused on designing materials that could be used to support these groups of pupils who were likely to be either at risk of exclusion or drop out of initial education and training (IVET). It identified the real-world issues that were likely to cause dropout and failure in IVET and ESL by conducting a robust needs analysis in each partner country via user as well as stakeholder focus groups. The project also designed and developed two desktop-based (and android-based) digital games, and tutorial materials for teachers on how to use these games as part of the teaching and learning process, to support these groups of pupils.

### Main outputs

Title of product	Description	Format	Language
<b>Curriculum and learning material</b>	A complete curriculum of soft employability skills in combination with ICT (digital games design) hard skills. It is accompanied by a trainer handbook to support its adoption in trainer working practices and a number of tutorials for game-authoring tools	PDF	EN
<b>Games Design Report</b>	Provides an overview of the design methodology for games, and a description of the respective workshops organised in the framework of the project	PDF	EL, EN
<b>Co-Design Workshops Report – Low-Fidelity Prototypes</b>	Details process of creating educational games	PowerPoint PDF	EN
<b>Needs Analysis Report</b>	Deals with the major characteristics of ESL and disengagement from education at European level as well as separately in each country involved in the project	PDF	EL, EN, IT
<b>Online games</b>	Range of interactive online games e.g. 'Got the Skills' focused on developing awareness of skills required for work	Website	EL, EN, IT

**Coordinator:** Nottingham Trent University (UK)

**Countries:** CY, EL, IT, UK

**Web resources:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details-page/?nodeRef=workspace://SpacesStore/13e2640d-e9bd-4b62-929d-9a285319b37d>

**Funding type:** Leonardo da Vinci Transfer of Innovation

**Dates:** 2013–2015

## Stop Dropout! Risk detection and flexible prevention against learner dropout

### Summary

The project focused on finding at-risk individuals, evaluating their needs and providing them with flexible support in order to prevent them leaving initial education and training (IVET) early. It involved the development of three tools that counsellors and administrators could use at various school levels, educational centres and other institutions. The three tools were the Risk Detector (an interactive electronic tool designed for counsellors to identify individuals at risk of school failure and dropping out), the Personal Profile (an interview schema for counsellors designed to systematically help at-risk individuals examine their strengths, weaknesses and learning environment) and the Flexible Prevention and Support System (which prevents young people from dropping out of school and assists those that have already dropped out). Together, these tools represent a framework for counsellors and other professionals working with young learners and are based on individual needs.

### Main outputs

Title of product	Description	Format	Language
<b>Personal Profile Methodology</b>	Details standardised method for counselling pupils who are at risk of dropping out of the school system	PDF	CZ, DE, SI
<b>Flexible Prevention and Support System Methodology</b>	Guidelines for building up supportive structures for pupils who are at risk of dropping out of the school system	PDF	CZ, DE, SI
<b>Country Analysis</b>	Provides the reader with facts and data concerning ESL challenges in Austria, Germany, Czech Republic and Slovenia	PDF	EN
<b>Risk Detector</b>	Online screening instrument for the purpose of detecting pupils who are at risk of dropping out of the school system	Website	CZ, DE, SI

**Coordinator:** Blickpunkt Identitaet (AT)

**Countries:** AT, CZ, NO, SI

**Web resources:** [www.stop-dropout.eu](http://www.stop-dropout.eu)

**Funding type:** Leonardo da Vinci Transfer of Innovation

**Dates:** 2009–2011

## SaVED – Support against vocational training and education dropout

### Summary

The project aimed to adapt the tools developed in a previous project ('Stop Dropout!') to specific conditions from partner countries. It identified institutional factors that influence the dropout phenomenon, developed new tools for improving the quality of education and training services and avoiding school dropout, and developed a dedicated online platform to reinforce the flexible prevention support system.

### Main outputs

Title of product	Description	Format	Language
<b>Handbook of Good Practices</b>	Information on how to prevent learners from drop out of education based on the experiences of European organisations	PDF	BG, DE, EL, EN, RO, TR
<b>Set of instruments for school dropout prevention and related phenomena</b>	Aimed at increasing efficiency in the prevention of dropout, absenteeism and other related behaviours in school or vocational training institutions	PDF	EN
<b>Online platform</b>	A community platform for practitioners (login required)	Website	EN
<b>Flexible Prevention and Support System Report</b>	Outlines project approach to preventing early school leaving	PDF	BG, DE, EL, EN, RO, TR
<b>Personal Profile</b>	Structured interview scheme for counsellors and other specialists when working with individuals at a transition point in their lives	PDF	BG, DE, EL, EN, RO, TR
<b>Risk Check online tool</b>	Multilingual instructions for how to use online survey tool	PDF	BG, DE, EL, EN, RO, TR
<b>Videos</b>	Two instructional videos depicting counselling session with Personal Profile approach (access through AT project partner)	Video	EN

**Coordinator:** Institutul Național de Cercetare Științifică în Domeniul Muncii și Protecției Sociale (RO)

**Countries:** AT, BG, EL, RO, TR, UK

**Web resources:** <http://saved.project-platform.eu>

**Funding type:** Leonardo da Vinci Transfer of Innovation

**Dates:** 2013–2016

## RESIST – Retaining students in school together

### Summary

The RESIST project aimed to address the lack of cooperation between VET colleges and SMEs. The project consortium developed a manual for VET colleges in Europe on how to organise a series of events where employers could connect with vocational education. The manual was developed as a guide for VET colleges to raise their awareness of how these events could be used to help students and teachers interact with entrepreneurs and employees. The aim of these events was to help pupils understand the role that they can play in the workforce, and to raise their awareness of future employment opportunities in order to reduce the number of early school leavers in VET.

### Main outputs

Title of product	Description	Format	Language
Manual	Provides instructions for VET colleges on how to organise a series of events to help teachers and students to interact with employers and other employees	PDF	EN
Toolbox	Contains templates and checklists that can be used to organise these employer focused events	PDF	EN

**Coordinator:** Business Development Friesland (NL)

**Countries:** DE, ES, FI, NL, PL

**Web resources:** <https://sites.google.com/site/resisthomepage>

**Funding type:** Leonardo da Vinci Transfer of Innovation

**Dates:** 2010–2013

## Boys' reading

### Summary

The project sought to engage young boys and motivate them to read more due to the central belief that engaged readers have a much greater chance of staying in school, expanding their career and life options and maturing into self-sufficient and independent adults. The project aimed to make reading an integral part in the life of boys (aged 10–15) who are unenthusiastic about books and trained teachers who worked with boys in this age group.

### Main outputs

Title of product	Description	Format	Language
<b>Research report on effective reading promotion to teenage boys</b>	Two-part publication covering strategies on how to engage boys to read along with examples of successful practices	PDF	EN
<b>Project video</b>	Outlines the programme including central motivation and key materials it offers	Video	EN
<b>Reading for Boys toolkit</b>	Comprises results of all related programme research, as well as educational material for use in the classroom. Intended to guide and support educators	PDF	DE, EL, EN, HR, PL, PT, RO
<b>Guidelines and ideas for successful reading promotion for boys</b>	Document outlining most effective teaching methods to encourage boys to read with a focus on gender awareness in teaching	PDF	EN
<b>Guidelines for incorporating literature for boys into the curriculum</b>	Document detailing challenges, benefits and recommendations surrounding the introduction of literature for boys	PDF	CY, EL, HR, PL, PT, RO
<b>Boys reading case studies</b>	Case studies focused on Poland, detailing implementation and results	PDF	EN, PL

**Coordinator:** Sveuciliste U Splitu, Filozofski Fakultet (HR)

**Countries:** DE, EL, EN, HR, PL, PT, RO

**Web resources:** <http://boysreading.org>

**Funding type:** Erasmus+ Erasmus+ Key Action 2 Strategic Partnerships addressing more than one field

**Dates:** 2014–2016

## FROJOL – Freestyle Montessori on-the-job learning

### Summary

The project aimed to apply the Montessori methods to vocational education and training (VET). It developed a competence-based learning approach for students described as 'at risk'. These are students who were likely to leave education early, as well as second - chance learners, based on Montessori approaches.

The project also looked at how teachers and internship coaches could offer learning methods suited to the above target groups, and how to motivate them by offering them tailored opportunities to help them succeed in education and training.

### Main outputs

Title of product	Description	Format	Language
<b>Reports on Montessori approach</b>	Research documents on Montessori methods, and its application in VET, and in different country contexts	PDF	DE, EN, ES, FR, IT, PL
<b>Report on ECVET/EQF</b>	Reports on VET qualification comparisons across partner countries	PDF	EN
<b>Teacher Guide</b>	A guide on the six basic principles for applying Montessori methods in VET, and a toolkit on how to use these methods in VET	PDF	AT, EN, ES, FR, IT, NL, PL
<b>Teacher Guide: Theoretical Background</b>	A guide on the origins of Montessori approaches, and the role of Montessori education in partner countries	PDF	EN

**Coordinator:** Landstede Group (NL)

**Countries:** AT, ES, FR, IT, NL

**Web resources:** [www.frojol-project.org](http://www.frojol-project.org)

**Funding type:** Leonardo da Vinci Transfer of Innovation

**Dates:** 2011-2013

## Theatre as empowerment methodology for initial education and training (IVET)

### Summary

The project transferred good practice that Centro Studi Opera Don Calabria, the Italian partner, had been implementing for many years to address early school leaving (ESL) in its IVET courses to the other partners. The good practice is based on alternative approaches to learning, such as the use of theatrical workshops in the teaching process. The aim was to avoid using traditional approaches which were not suited to learners who were 'at risk' of dropping out of education.

### Main outputs

Title of product	Description	Format	Language
<b>Project handbook</b>	Provides operational guidance and suggestions on how to transfer good practice within different IVET systems or IVET-related systems	PDF	DE, IT, PL, TR, UK
<b>Comparative Analysis Guidelines and for Transfer</b>	Guidelines on how to transfer the theatrical approach already implemented by the Italian partner 'Centro Studi – Opera Don Calabria', and on how to improve the approach	PDF	DE, IT, PL, TR, UK
<b>Good Practice guide</b>	Analysis of different country approaches and practices in preventing early VET leaving	PDF	DE, IT, PL, TR, UK

**Coordinator:** Centro Studi Opera Don Calabria (IT)

**Countries:** DE, IT, PL, TR, UK

**Web resources:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/21374575-8588-4db4-b257-8c4ca1cc2439>

**Funding type:** Leonardo da Vinci Transfer of Innovation

**Dates:** 2013–2015

## EnGage – Train the trainer to engage young people not in education, employment or training (NEET)

### Summary

EnGage aimed to re-engage NEET young people back into VET, particularly those from vulnerable subgroups such as the disabled and migrants, by developing the skills of VET providers on how to develop effective engagement approaches for these groups of young people. It produced an innovative multilingual and multicultural trainer toolkit for VET providers on how to successfully engage and retain young people who fall under the above categories. The toolkit was based on good practice and research on the needs of the target groups.

### Main outputs

Title of product	Description	Format	Language
<b>Train-the-trainer modules</b>	Five modules for VET trainers, covering topics that include the nature of appropriate support for NEETs, engagement and intervention strategies and further useful resources	PDF	EN, ES, IT, PL, SE
<b>Engage UK promotional video</b>	Short case study video on the views of VET professionals, VET trainers and young people who have been involved in the project	Video	EN
<b>Training Needs Analysis and Good Practice Report</b>	Presents research findings which detail key needs of VET trainers and research-based recommendations for training resources	PDF	EN

**Coordinator:** Springboard Opportunities Ltd. (UK)

**Countries:** ES, IT, PL, SE, UK

**Web resources:** <http://llpengage.eu>

**Funding type:** Leonardo da Vinci Transfer of Innovation

**Dates:** 2013–2016

## Training modules and courses for teachers

### ValiSkills – Development and transfer of a validation procedure for professional skills of low-skilled adults in second-chance training

#### Summary

The project aimed to develop competence assessment procedures for low-skilled adults in vocational training. These assessment procedures were based on tried and tested tools, and best practices from Germany, Norway, Austria and Switzerland. The procedures included the provision of advice and guidance to low-skilled adults, identification and recording of work-related competences of these adults, and the assessment and evaluation of these competences by industry experts.

#### Main outputs

Title of product	Description	Format	Language
<a href="#">ValiSkills Handbook</a>	Handbook containing teaching materials	PDF	DE, NO
<a href="#">E-portfolio</a>	Internet-based database designed to help identify and record teachers' professional knowledge and skills	Website	DE, NO

**Coordinator:** ABU Akademie für Berufsförderung und Umschulung gGmbH (DE)

**Countries:** AT, CH, DE, NO

**Web resources:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/61a70caa-ca93-430b-88cb-742ce3dd855f>

**Funding type:** Leonardo da Vinci Transfer of Innovation

**Dates:** 2012–2015

## DISCO – Digital Second-Chance Opportunities

### Summary

DISCO focused on improving the quality of second-chance education – particularly for young people who are not in education, employment or training (NEET). The project developed an online knowledge and quality centre consisting of digital assessment tools and good practices. The centre was designed to store all experience and expertise gathered from previous projects, including: tools such as an online grading system; self- and peer-assessment systems for organisations; a tailor-made e-portfolio tool for placements; and a self-assessment tool for teachers and trainers.

### Main outputs

Title of product	Description	Format	Language
Teacher and organisational assessment tools	Self and peer-assessment questionnaires for teachers	Website (requires an account to access tools)	EN
Online tool for placements	A guide on how to organise and manage work placements abroad for teachers and students	PDF	EN
Learning methods and good practice Handbook	A collection of learning materials and resources (e.g. lesson plans, videos), target group and participant competency	PDF	EN
Good Practices Report	Report on good practices on the use of online grading systems	PDF	DE, EN, PL
Report on the European Kitemark (EK)	Presents conclusions and recommendations on the EK (self- and peer-assessment online tools for second-chance education providers)	PDF	DE, EN, PL
Report on International Work Exchange	Document includes the experiences and impact of the project on participants	PDF	DE, EN, PL
Report on Professional Development Needs	Summarises the workshop findings on the professional needs of VET teachers	PDF	EN

**Coordinator:** Weiterbildungskolleg Mönchengladbach (DE)

**Countries:** BE, DE, IT, NL, PL, UK

**Web resources:** [www.secondchanceeducation.eu](http://www.secondchanceeducation.eu)

**Funding type:** Erasmus+ Key Action 2 Strategic Partnerships – Adult education

**Dates:** 2014–2016

## STAY IN – Dropout recognition and prevention training programme for VET teachers and trainers with special focus on dual VET systems

### Summary

The 'STAY IN' project transferred innovative outputs from two earlier projects ('School Inclusion' and CESSIT). It created a customised and localised training programme for VET teachers in six European countries. VET teachers were provided with the competences and knowledge needed to recognise potential dropouts from education, and to take the right measures to prevent early leaving from initial VET.

The consortium for the project consisted of VET training organisations, all of whom were involved in initial VET training, VET centre associations and social partners as well as expert and consultancy organisations from the European VET policy sector.

### Main outputs

Title of product	Description	Format	Language
<b>STAY IN Curriculum training programme for VET teachers/trainers</b>	Information on the 4 modules developed for the training programme. Contains the curriculum, learning materials, trainer guidelines and further learning resources, as well as publications for tackling early school leavers in initial VET	PDF	BG, DE, FI, NL, TR
<b>Quality Assurance Handbook</b>	Covers context and objectives of project, as well as tools, timing and methodology	PDF	EN
<b>Project Stakeholder Analysis</b>	Detailed analysis of stakeholders, how they supported the project and their involvement in project activity	PDF	EN
<b>Needs analysis country reports</b>	Each partner involved in the needs analysis phase presented the needs requirements in a short country report based on the findings from a questionnaire and interview phase	PDF	EN, FI

**Coordinator:** Jugend am Werk Steiermark GmbH (AT)

**Countries:** AT, BG, DE, FI, NL, TR

**Web resources:** [www.stayin-project.eu](http://www.stayin-project.eu)

**Funding type:** Leonardo da Vinci Transfer of Innovation

**Dates:** 2013–2016

## Stay@School – the school inclusion project for transfer of innovation

### Summary

This project delivered an online training course to 140 schoolteachers on how to prevent early school leaving. Educational materials were developed as part of the project, and teachers were involved in hands-on activities, such as creating educational materials aimed at testing the skills and abilities acquired during the course.

### Main outputs

Title of product	Description	Format	Language
<b>Publications database</b>	Provides access to publications on topics related to early school leaving issues	Website	DE, EL, EN, ES, FR, IT, RO
<b>Experience and case study databases</b>	Collection of teacher experiences and case studies related to early school leaving	Website	DE, EL, EN, ES, FR, IT, RO
<b>Training materials</b>	Five-module teacher training course on the prevention of early school leaving	PDF Word	BE, DE, ES, IT, RO

**Coordinator:** Istituto Professionale Francesco Datini (IT)

**Countries:** BE, ES, IT, RO

**Web resources:** <http://schoolinclusion.pixel-online.org>

**Funding type:** Leonardo da Vinci Transfer of Innovation

**Dates:** 2012–2015

## ARCO – key competences for inclusion of young people NEET inclusion

### Summary

The project objective was to develop the key competences of trainers to help them address the needs of disaffected young people. This was achieved by the transfer and adaptation of innovative education training materials and methods (specifically the toolkit) developed by WacArts in the UK for the arts, cultural and creative sectors.

### Main outputs

Title of product	Description	Format	Language
<b>Training materials for the masterclass/workshop</b>	Training materials for teachers and trainers plus details of the training workshop delivered	PDF	EN

**Coordinator:** WAC Performing Arts and Media College, Interchange Trust (UK)

**Countries:** CY, ES, IT, NL, PT, UK

**Web resources:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details-page/?nodeRef=workspace://SpacesStore/154aa32f-aac2-49be-bb2c-6750e844bccb>

**Funding type:** Leonardo da Vinci Transfer of Innovation

**Dates:** 2012–2015

## IN-TIME – Institutional Needs-Training, Innovation, Mobility, Energy

### Summary

The project aimed to help teachers acquire and develop competences needed to address early school leaving. It provided training for teachers from the 'Ion Mincu' Technological High School on how to motivate students to learn, and how to integrate technology in learning. Both courses lasted 12 months.

### Main outputs

Title of product	Description	Format	Language
<b>Website with training materials</b>	Divided into nine teacher training modules related to identifying, teaching and managing potential early school dropouts	Website	RO

**Coordinator:** Liceul Tehnologic Ion Mincu (RO)

**Countries:** CZ, EL, MT, RO

**Web resources:** <http://www.proiectintime.besaba.com>

**Funding type:** Erasmus+ Key Action 1 Mobility project for school education staff

**Dates:** 2014–2015

## Mirror, mirror – VET students’ image concerns, influence on completion rates in VET and their success in the job market

### Summary

The project aimed to develop a teacher training package to raise awareness of teachers of negative body image and self-esteem, and its link to school performance. The intention was to draw their attention to how these two issues can result in learners dropping out of education. The project also explored strategies to lowering dropout rates, and increasing completion rates of VET students in partner countries by focusing on the above issues.

### Main outputs

Title of product	Description	Format	Language
<b>Training materials</b>	Includes modules with a project overview and case studies, as well as a training package consisting of six further modules related to addressing and understanding the consequences of a negative body image in the classroom	PDF	DE, DK, EN, NO, PT

**Coordinator:** Møllehagen skolesenter (NO)

**Countries:** DE, DK, EN, NO, PT

**Web resources:** [www.mirrorproject.eu](http://www.mirrorproject.eu)

**Funding type:** Leonardo da Vinci Transfer of Innovation

**Dates:** 2013–2016

# Providing second-chance opportunities for early school leavers

## Second Chance for prison inmates

### Summary

The project aimed to give prison inmates a second-chance to participate in education and training. It comprised two parts: the first involved the formal provision of second-chance education and training to prison inmates; in the second part, the project also provided guidance on social integration for prison inmates to help them adapt to life outside prison. This included opportunities to improve their language competences (both native and foreign) and to develop ICT skills. The educational activities also provided an opportunity for them to learn about the culture and values of respect and tolerance in wider society, to help improve their chances of successfully reintegrating into society upon their release.

### Main outputs

Title of product	Description	Format	Language
<b>e-Guide</b>	Life stories and school experience of selected participants of the project	Website	EN
<b>Life Stories e-Book</b>	A guide to all activities carried out in the project and the results obtained	Website	EN
<b>Second - Chance: The Movie</b>	A video which explains the most important points of the project during its first year of implementation	Video	EN

**Coordinator:** Centre Formacio d'Adults Jacint Verdaguer (ES)

**Countries:** EE, ES, IT, PL, RO, TR

**Web resources:** [www.secondchancegrundtvig.com](http://www.secondchancegrundtvig.com)

**Funding type:** Grundtvig Learning Partnerships

**Dates:** 2013–2016

## Second-Chance

### Summary

The project aimed to help early school leavers develop their basic competences through flexible learning opportunities that offer personalised training pathways. It took, as a principle, that flexible offers of learning opportunities with personalised training pathways can be a way to facilitate the achievement of a recognised qualification, and that workplace learning, informal experiences and basic knowledge, skills and competences should be better integrated in a comprehensive learning setting. Starting from an earlier German national project (EPRO), the Second-Chance project developed a comprehensive training model to address these issues.

### Main outputs

Title of product	Description	Format	Language
<b>Second-Chance toolbox</b>	Gathers the main teaching tools of the project, including documents and teaching aids	PDF	EN
<b>Second-Chance guidelines</b>	Overview of the challenges addressed under the project. It also includes guidelines on the training model developed	PDF	DE, EN, FR, IT, NL, PL
<b>State of the Art Report</b>	Summarises situation and policies on NEETs and second-chance opportunities for young people in participating countries	PDF	EN
<b>Training Plan</b>	An outline of the training plan for second-chance students	PDF	DE, EN, IT
<b>Training Plan: Learning Units</b>	The learning units developed under the training plan for second-chance students	PDF	DE, EN, FR, IT

**Coordinator:** Conferenza della Svizzera italiana per la formazione continua degli adulti (CH)

**Countries:** CH, DE, IT, NL, PL

**Web resources:** <http://secondchanceproject.net>

**Funding type:** Leonardo da Vinci Transfer of Innovation

**Dates:** 2013–2016

## YES – Youth Employment Support

### Summary

The main aim of the project was to respond to a need in Europe on how to support youth who are deemed 'difficult', and to strengthen employer skills in how to support them. The project developed materials to train employees at small and medium enterprises (SMEs) on how to employ and work with young people facing challenges (e.g. early school leavers, early VET leavers, and disadvantaged youth).

### Main outputs

Title of product	Description	Format	Language
<b>Coaching Guidelines</b>	Outlines the project approach to coaching difficult young people	PDF	CZ, EN, ES, FR, NL, SI, SK
<b>Pilots Report</b>	Outlines the YES project and the results of the pilot evaluation	PDF	EN
<b>Market Research and Analysis</b>	Contains context and background to the project as well as the results of related research across SMEs who have experience working with young people	PDF	EN

**Coordinator:** Die Berater (CZ)

**Countries:** AT, CZ, DE, ES, FR, NL, SK

**Web resources:** [www.youth-employment-support.eu](http://www.youth-employment-support.eu)

**Funding type:** Leonardo da Vinci Multilateral project

**Dates:** 2007–2009

## CoPro Integration – Comprehensive programme for social and vocational integration of young workers

### Summary

The project aimed to help early school leavers to develop their basic competences and to re-enter the labour market or education system. The aims were: develop new educational approaches that provided a supportive environment at work for young people who have dropped out of school; develop reintegration programmes that include communications, new technologies, cultural education and socio-occupational training; create a package of training modules for social workers, teachers, instructors and supervisory staff; and, create thematic networks dedicated to training for young workers who work as apprentices.

### Main outputs

Title of product	Description	Format	Language
<b>Training Modules for Social Workers and Supervisors Handbook</b>	A handbook for trainers and social workers interested in introducing mentoring programmes to prevent early school leaving	PDF	DE, EN, FR
<b>Evaluation of Pilot Training (Trainees)</b>	Evaluation based on survey responses of trainees	PDF	EN
<b>Monitoring and Coaching Experience Handbook</b>	Includes European best practices and applications on reintegration programmes for young people dropping out of school. It also includes examples of mentoring and coaching initiatives across participating countries	PDF	DE, EN, FR

**Coordinator:** Pendik Local Education Authority (BE)

**Countries:** BE, DE, FR, SI, TR

**Web resources:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details-page/?nodeRef=workspace://SpacesStore/648463e0-95a6-45b3-81d2-97e9f977e0c3>

**Funding type:** Leonardo da Vinci Transfer of Innovation

**Dates:** 2012- 2015

## Care for every child

### Summary

The project aimed to support children living in areas with a high risk of social exclusion, and who were at risk of not completing their education. It involved research into early school leaving (ESL) in schools in two areas in Italy and Spain. A new methodological approach was designed for the study which could be transferred to other regions. The research uncovered social issues contributing to compromised childhood education and drew attention to the need for preventative interventions as early as primary school to avoid ESL.

### Main outputs

Title of product	Description	Format	Language
<b>Methodology for the Identification of the Sociological Causes of Irregular Attendance in School</b>	The research aims to understand the causes and effects of irregular attendance, and its associated costs	PDF	IT
<b>Model of Investigation on Intermittent Frequency</b>	Tools for collecting data on sociological factors. The model targeted Italian and Spanish students who had over 30 days of absence from school in a year	PDF	IT
<b>Summary Report</b>	Report on the dissemination and exploitation of results and proposing hypotheses for future work	PDF	IT

**Coordinator:** Ufficio Scolastico Regionale per la Campania (IT)

**Countries:** ES, IT

**Web resources:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/86868ede-66c4-4048-ae1b-e0179f7774fe>

**Funding type:** Comenius Regio Partnerships

**Dates:** 2012–2015

## European practices of mentoring with young adults at risk of social disadvantage and school dropout

### Summary

The project developed different approaches and methodologies in educating and mentoring disadvantaged young adults at risk of social exclusion and dropping out of education, particularly focusing on the role of a mentor. It involved mutual learning and sharing of approaches to educating and mentoring disadvantaged young adults across a range of partners involving schools, non-profit organisations and government institutions.

### Main outputs

Title of product	Description	Format	Language
<b>Questionnaire for Evaluating Dropout Risks in Schools</b>	Presents the theoretical framework of the questionnaire, the questions included in the questionnaire, the results of the survey completed by students, and the conclusions reached	Word	EN
<b>Mini Guide: First Steps in Mentoring</b>	The booklet is dedicated to teachers and includes information on the benefits of mentoring, psychological knowledge and the effectiveness of educational activities and types of counselling	PDF	EN

**Coordinator:** Aim Giosef – Agenzia Intercultura e Mobilità (IT)

**Countries:** AT, DE, HU, IT, PL, RO

**Web resources:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/2edb89f7-30bf-42f3-b54f-d81ff898c53e>

**Funding type:** Grundtvig Learning Partnerships

**Dates:** 2009–2011

## Restart – Return-to-work training and support for lone parents

### Summary

The project aimed to explore how to develop VET systems and practices throughout Europe to ensure that they are responsive to the very specific needs of a group (lone parents) known to be at high risk of social exclusion. It was based on a previous course developed for unemployed lone parents in Northern Ireland as part of an EQUAL project. Objectives of the project included: research into the situation of lone parents in each country; the establishment of cross-sectoral stakeholder forums; ensuring the involvement of policy and practice professionals who can support this transfer; adaptation, accreditation and translation to suit each country's language, welfare, employment; and, VET systems.

### Main outputs

Title of product	Description	Format	Language
<b>E-learning Report</b>	Training programme materials and project outcomes	PDF	EN
<b>Adaptation of the Restart learning material</b>	The original Restart training course was developed in Northern Ireland (UK) during the EQUAL Project. This report outlines the process involved in adapting the materials for each of the partner countries involved	PDF	EN
<b>Training Pilot Report</b>	A report on the training process of the Restart programme in each of the partner countries	PDF	EN
<b>Translation Report</b>	The report discusses the approach used to assure the quality of translation in the project materials	PDF	EN
<b>Towards a Shared Understanding research report</b>	A report compiled by partners on the experiences of lone-parent families in their respective countries	PDF	EN
<b>Case Studies film</b>	A short film combining footage from partner countries on the views and experiences of beneficiaries and partners involved in the Restart training and project	Video	EN
<b>Restart Project brochure</b>	It provides information about the project and those involved, and also includes case studies of lone parents	PDF	EN

**Coordinator:** Gingerbread Northern Ireland (UK)

**Countries:** BE, CY, IT, NO, PL, UK

**Web resources:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details-page/?nodeRef=workspace://SpacesStore/76c8546f-92e0-4d01-b11e-ef7ab67b7071>

**Funding type:** Leonardo da Vinci Transfer of Innovation

**Dates:** 2010–2012

## TANDEM Now – Mentoring through role models for migrant and ethnic minority youth

### Summary

The project aimed to help young people with a migration background develop social and professional skills and the support needed to stay in school. It was based on the experience and the results/products of a previous project (TANDEM) which focused on the training of mentors. The products were adapted to the needs of the young migrants in the respective regional contexts. The project also introduced how to use ICT as a means of communication in the mentoring process, making use of the blended mentoring method. Mentoring sessions were structured in a flexible manner and involved the use of the internet and social media.

### Main outputs

Title of product	Description	Format	Language
<b>Blended Mentoring package</b>	Material to blend mentoring concepts in all VET and job counselling efforts for migrant youth, includes curriculum and registration form for mentees	PDF Word	DE, EN, ES, IT, TR
<b>Experiences and Recommendations</b>	Evaluation results and feedback for each period of the project	PDF	DE, EN, ES, IT, TR
<b>Curriculum for mentor training</b>	Sets the standard for the blended mentoring process and allows for customised high-quality teaching	PDF	DE, EN, ES, IT, TR
<b>Project magazine</b>	Includes projects methods, interviews, success stories and recommendations	PDF	EN

**Coordinator:** Volkshochschule Tirol (AT)

**Countries:** AT, DE, ES, IE, IT, TR

**Web resources:** [www.tandemnow.eu](http://www.tandemnow.eu)

**Funding type:** Leonardo da Vinci Transfer of Innovation

**Dates:** 2012–2015

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