



Drop-in

Early School Leavers



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Intellectual Output 1: Findings

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Intellectual Output 1: Needs Identification and Analysis



Key questions

- 1) Are the modules proposed **in accordance with the key skill gaps of drop-outs/ESLs** in each partner country?
- 2) What are the **most effective practices for engaging and motivating young people**, who have been disengaged from learning procedure? (paying special emphasis on gamification principles and opportunities)

Data

- ❖ Conduction of a **focus group discussion** (employers, VET trainers and youth workers)
- ❖ Completion of **questionnaires** by at least 8-10 target group members (young drop-outs / ESLs) in each participating country.





Key findings from ESLs' Questionnaires (Greece)

- ESLs were **not aware of the barriers** they face when getting a job. Most ESLs were engaged with technical work and technical skills were their focus.
- ESLs highlighted the importance of **communication, empathy, conflict resolution, time management and lifelong learning**.
- The majority of participants thought that it is useful to learn how to write a **CV and a cover letter**.



Key findings from ESLs' Questionnaires (Greece)

- 71% of the participants believed that the online course should last from 30 minutes to 1hour.
- The majority of ESLs had never used an online course for education and could not see the merits of gamification.
- ESLs who thought it might be a useful element thought that it would keep the mind sharp and helps in the learning process.



Key findings from ESLs' Questionnaires (Romania)

- All respondents agreed that **experience** was important to get a job, but none of them could write CVs or cover letters
- Many of them had low **self-esteem and confidence**
- There was a general consensus that although employers were seeking for workforce, **their standards were too high**
- ESLs said that they struggled to negotiate salary, ask for a raise or discuss work conflicts with superiors (**negotiation and communication skills**)



Key findings from ESLs' Questionnaires (UK)

- ESLs struggled with not having any qualifications and that left them lacking in self confidence.
- Some needed extra support with mental health issues that had prevented them from getting qualifications
- Social skills and empowerment were big attractions for the young people, who did not feel as part of a group.
- Hands-on activities were preferred to classroom methods, and some were keen to have as much practical experience as possible.

Key findings from ESLs' Questionnaires (Cyprus)



- **Communication** skills came out top
- Overall, self-confidence, communication, time management, writing a cover letter / personal statement and searching for employment opportunities, as the most important skills to have in order to enable them to find a job.
- **Online games** were overall recommended as being the best way to engage ESLs
- No respondent had ever participated or registered to an e-learning course, however, 60% of them believed that a **self-paced e-learning course** might be better



Key findings from Stakeholders (Greece)

- ESLs were thought to have **a lack of soft skills**, or were seen as such. These were specifically: Self-management, self-discipline and empowerment
- There was an assumption that it was likely ESLs came from a **lower socio-economic background** and therefore **lacked communication and social skills**.
- There was a consensus that ESLs were not good at school and therefore **lacked academic or intellectual skills**, which are hard to develop outside schools.



Key findings from Stakeholders (Greece)

- Self-awareness was particularly prevalent as a need for ESLs.
- ESLs must develop **technical skills** in order to increase their chances to find a job.
- ESLs should be **aware of vocational training** his/her possibility to pursuit a justification/license for his/her skills.



Key findings from Stakeholders (Romania)

- ESLs were thought to have a lack of soft skills. These were: **self-motivation**, **interpersonal skills**, ability to integrate with a team, **decision-making**, time management, **professionalism**, **self-control**, conflict management, communication
- Basic **literary and numeracy skills** were seen as essential
- **Transferable skills** enable a level of flexibility that young people need in the job market
- It was agreed that **soft skills have been neglected** in education and formal settings despite being useful and necessary.



Key findings from Stakeholders (Cyprus)

- ESLs were thought to have **a lack of soft skills**. These were: social skills, behavioural management, communication skills, academic skills and flexibility
- **No specific skill** came out as most important to get a job
- **Problem solving and critical thinking** were thought to be crucial
- **Creative thinking** in business development and within a job role could be seen as attractive to potential employers and for encouraging enterprise

Key findings from Stakeholders (Italy)



- The skills that ESLs **lack** are:
 - 1) understanding/ability to engage with the labour market
 - 2) analytical thinking about employment
 - 3) Transversal skills: punctuality, presence, seriousness, loyalty, willingness to make sacrifices, reliability, responsibility
 - 4) Motivation, passion
 - 5) Active learning

Key findings from Stakeholders (Italy)



- Young people are thinking predominantly about **money** and salary (not for job satisfaction).
- Young people need to learn how to **present themselves** and to explain why they dropped out **in a positive way**.
- Technical knowledge is not so important, but the **drive to learn** is important
- Distance learning involves a **commitment** that youngsters may not be able to make
- **Gamification would not be useful for technical methods.**

Key findings from Stakeholders (UK)



- ESLs were thought to have a **lack of soft skills**. These were: networking, communication, time management, motivation and problem solving.
- Often young people are that all **overwhelmed with CV opportunities** that look the same to them, but they don't want to engage.
- If using online modes, it was important to identify which would be **more appropriate** and more likely that young people would engage with; **WhatsApp** for example, rather than email.



Recommendations (Greece)

- Skills such as empowerment, personal development and social skills are of utmost importance
- Platform must be **easy to use**, interesting and fun (maybe including small length videos and tasks)
- **Guidance and assistance** should be provided to help participants through
- If games are used, they should be **well designed**, challenging people and be interesting.
- **Gamification elements** must be of high quality and focused on target group needs.
- Duration: 30 – 60 minutes course.



Recommendations (Romania)

- Acquiring soft skills should be done through **experiential learning**
- **Online training** should provide support, coaching and constant encouragement/rewards
- Training programmes should **align with current employment market** gaps
- Achievements on the programme should be **easily shared with friends** via social media (i.e. medals/rewards to share as they go)

Recommendations (Romania)



- The idea of a **competitive game with real-life applicability**.
- Involve **in-game tasks** whereby the user would learn certain skills and learn to handle various life and job-related situations.
- **Badge-based achievements** would allow the user to interact, review his/her own performance, but also the performance of other users and level up.
- The course should consider looking at **motivation – learning**.



Recommendations (Cyprus)

- Captivating **design** for the programme
- Short and reasonable length
- **Interactive** programme
- Positive and welcoming approach
- **Incentives** and qualifications
- **Online games** were overall recommended as being the best way to engage ESLs
- **30 – 60 minutes** as an ideal duration of the programme

Recommendations (Italy)



- The course should involve **practical** learning/workshops
- An **APP** on a smart phone might be better than an online course
- Gamification should be **well guided**
- **Peer-to-peer** is effective
- **Role-play** could work well to establish how to act in certain workplace scenarios.

Recommendations (UK)



- It would be important to **simulate real life scenarios** in training
- **Incentives** are important
- **Supplement transport costs** – or bring the training into people's homes where they may not be able to leave
- E-learning should be **combined** with face-to-face aspects.
- Courses needed to be **accredited**



Summary of similarities

- Lack of communication, interpersonal and social skills of ESLs
- Lack of self-management skills, self-discipline and conflict management
- Lack of flexibility skills (Cyprus and Romania), literacy and numeracy skills (UK and Romania)
- Lack of academic and intellectual skills/qualification



Thank you!