

Healthy eating for smart people. Gastronomy as an element that increases resilience and integration

PROJECT N. 2021-1-ES01-KA220-VET-000027996 R2

Preliminary study of the socio-occupational situation for VET students in the gastronomy branch in Turkey, Bulgaria, Spain, France and Italy

KA220-VET - Partenariati di cooperazione
nell'istruzione e formazione professionale

Sommario

INTRODUCTION

ITALY

Employment situation in your country under

Employment situation in your country sector catering and gastronomy

Statistical data for vocational training sector catering

Early school leaving data for secondary schools in the catering sector

Data on school-work alternation

FRANCE

Employment situation in your country under

Employment situation in your country sector catering and gastronomy

Statistical data for vocational training sector catering

Early school leaving data for secondary schools in the catering sector

Data on school-work alternation

SPAIN

Employment situation in your country under

Employment situation in your country sector catering and gastronomy

Statistical data for vocational training sector catering

Early school leaving data for secondary schools in the catering sector

Data on school-work alternation

TURKEY

Employment situation in your country under

Employment situation in your country sector catering and gastronomy

Statistical data for vocational training sector catering

Early school leaving data for secondary schools in the catering sector

Data on school-work alternation

BULGARY

Employment situation in your country under

Employment situation in your country sector catering and gastronomy

Statistical data for vocational training sector catering

Early school leaving data for secondary schools in the catering sector

Data on school-work alternation

Glossary

CONCLUSION

"Give me a good cook and I will give you a good treaty"

Charles Maurice de Talleyrand - Foreign Minister of France

(1754-1838)

INTRODUCTION

The preliminary study proposed here aims to offer an accurate framework of the partner countries involved in the Project, with respect to the topic of professional training in the catering sector, school-work alternation and the phenomenon of school dropout.

Thanks to the involvement of the partners, quantitative and qualitative data on the topics mentioned were collected from official sources (research bodies, public institutions, trade associations, universities), aggregating the statistical information and offering a key to interpretation.

The implementation of this study is particularly important in relation to the elaboration of result 1 (Implementation of the technological HUB), result 3 Intermediate study of the results of the HUB in the social and work integration of the project and in general for the experimentation of the pedagogical model that it will be implemented in each partner country, within educational institutions working in the catering sector.

For each country we analyzed the following dimensions:

- Employment situation in your country under
- Employment situation in your country sector catering and gastronomy
- Statistical data for vocational training sector catering
- Early school leaving data for secondary schools in the catering sector
- Data on school-work alternation



ITALY

Employment situation in your country under

According to Article 29 of the UN Convention on the Rights of the Child and Adolescent, "States Parties agree that the purpose of the child's education shall be (a) to foster the development of the child's personality as well as the development of the child's mental and physical faculties and aptitudes, to their full potential (...)." It is essential in this first chapter to start from this article, which leads us to focus attention on the whole educational process by combining the dimensions of education and upbringing, taking as reference the oneness of the human person and the different developmental needs of each child/children. This paradigm is certainly important for interpreting the causes of the phenomenon of school dropout, as well as the perspectives for dealing with it. School dropout is defined as a complex and multidimensional phenomenon, which cannot be traced to a single cause (whether biological, psychological or social), and which needs a broad and multidisciplinary look to be understood and, above all, addressed. Analyzing the phenomenon of school dropout requires a broad and open view, as it leads to dealing with people from the earliest years of life, considered from an evolutionary perspective, in the different contexts, the family, educational, and school contexts, from kindergarten through university entrance. School dropout refers to all bumpy school careers that end without the attainment of a degree. As the most recent theories and models on school dropout indicate, the phenomenon can be reconstructed and evaluated by taking into account the continuous interaction of the various factors of which it is composed. In school dropout should be included all those phenomena that involve: slowing down the formal course of study; defaults in compulsory schooling; exits during or at the end of the year in the different grades of compulsory and post-compulsory schooling before the attainment of the qualification within the various school cycles.

Schematically, dropout can be considered:

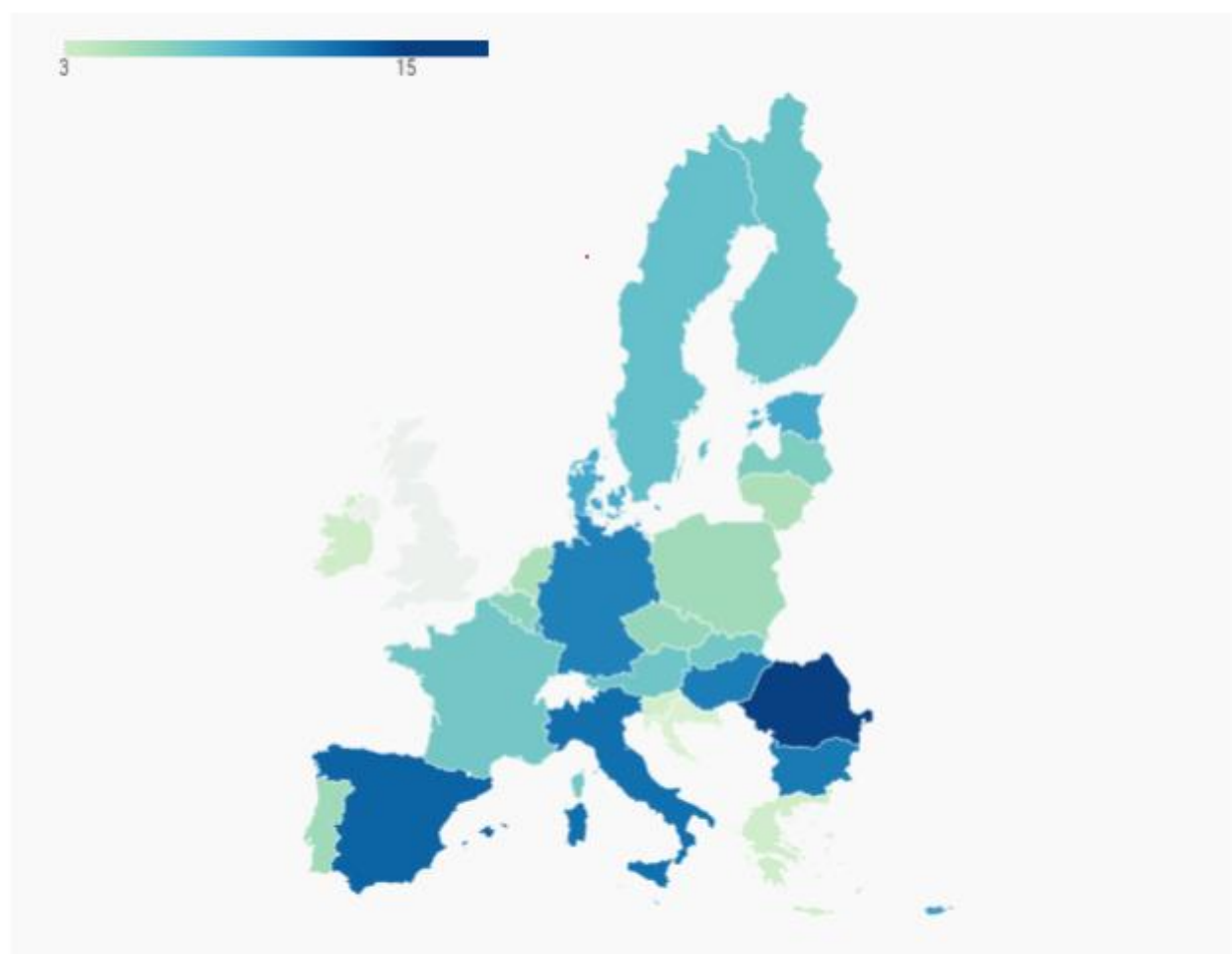
- in a mechanical way as the actual 'leaving without return' from the school-training circuit, that is, as that specific experience of definitive exit from the education and training system, sometimes even with the failure to attain a formal qualification, of which public institutions themselves can often lose track;
- in a deferred way as that set of events, such as failures, discontinuous attendance, recurrent periods of absence, low performance and accumulation of failure experiences, which facilitate the composition of paths of progressive slowdown and temporary interruptions of the relationship with the school-training system;
- covertly as the inadequate maturation of expendable skills in terms of personal fulfillment and the continuation of an educational pathway and/or job placement even in the face of the acquisition of a qualification.
- linked to conditions of social exclusion that may characterize specific territorial socio-economic cultures and certain family value systems.

In English, it is expressed as ESL (Early School Leavers), or ELET (Early Leavers from Education and Training), when considering the entire educational system in addition to basic schooling. This indicator has also become one of the benchmarks of the "Europe 2020" Strategy, with a target now set at 9 percent, to be reached by 2030. Poverty, in a nutshell, depends not only on not having access to material goods, but on the failure of those capacities that allow the person to flourish and guarantee the possibility of using those goods and choosing among possible lives. Material goods concern the economic capital that guarantees the response to the human person's basic need for

access to work and a wage, housing, and food; social and health goods concern social capital and physical and mental health; and educational goods concern educational and cultural capital, detectable through the educational poverty index, which measures the availability of daycare centers, preschools, full-day schools, school canteens, libraries, sports facilities, internet access for each child, etc. (Save the Children, 2016). For some years now, the European Union, in several recommendations, has been using the term inequality to highlight that adult poverty, in families, undermines the child's development psychologically, cognitively, and socially, and thus and cause school dropout and, indeed, inequality.

In 2021, Italy is third in the EU for the share of early school leavers

Percentage of young people aged between 18 and 24 who have at least a middle school diploma in EU countries (2021)



School-to-work transition of school leavers and graduates: Italy far from the EU

The rates of employment, unemployment and non-participation - calculated on the collective of 20-34 year olds with high school diplomas and degrees, no longer in education or training and who have obtained the qualification (upper secondary or tertiary) from one year to no more than three years - are the indicators used to monitor the school-work transition.

Employment situation in your country sector catering and gastronomy

In 2022 the number of employed people grew by over 434 thousand units driven by the push of the construction sector. Employment has returned above pre-pandemic levels for approximately 38 thousand units. It remains significantly below trade and tourism, in particular for the component used in the catering sector.

As of December 2022, there are 336 thousand companies active in the catering market. 9,688 companies started business during the year while 20,384 stopped bringing the balance to -10,696 units. There are 110,806 businesses² in the sector managed by women, equal to 28.2% of the total register. Those managed by young people under 35 are 48,408, equal to 12.3% of the total, distributed as follows: 59.0% restaurants, 40.3% bars and 0.7% canteens and catering.

There are 50 thousand companies with foreign "owners" active in the catering market, almost equal to 13% of the total registered. In the fourth quarter of 2022 the confidence climate rises to 116.6 and gains 33 points compared to the same period of 2021. On average for the year it marks a value of 107.6 which appears to be 23.6 points higher in comparison with the 2021 average.

Expectations for the first quarter of 2023 are characterized by uncertainty in particular regarding economic performance. The added value of catering services is estimated at 43.5 billion euros in 2022. The recovery phase that began in the second half of 2021 continues with +18 points percentages on 2021 while, compared to 2019, the added value is still 8 lower percentage points.

The labor input, measured in standard work units, of the public sector sector it counts just over one million units in 2022, in 2019 there were over one million and one hundred and ninety thousand units. 79% of employment in the entire "Hotels and public" sector exercises³ is used in catering businesses. Employee employment is recovering: over 165 thousand companies in the sector with at least one

employee employed, on average in 2022, 987,052 workers. The values return on pre-pandemic levels of 2019 from which they are separated by approximately 3,700 units. 2022 was therefore an important year for catering with a further leap in forward towards recovery, although not yet full, of the losses suffered during the pandemic. For one restaurant in three the economic result improved only slightly more than half remained at 2021 levels. For only 11% of companies 2022 it was no better than the previous year. Entrepreneurs operating in the bar segment seem more optimistic than their colleagues they run the restaurants. Over 38% give a positive opinion on the performance of the business during 2022 and for just 6.2% things got worse. However it is there stationarity of performance to have the clear prevalence. Business forecasts for the current year are encouraging. 70% of restaurateurs believes they will maintain the objectives achieved in 2022 but as many as 1 in 4 think they will improve them and for bars the balance of responses between those who see growth prospects and those, on the contrary, believes it is losing positions is positive by over 7 percentage points.¹ As of December 2022, they were active in the archives of the Italian Chambers of Commerce 335,817 companies belonging to the activity code 56.0 with which they are classified catering services. The number is decreasing compared to the previous year, albeit slightly, with greater emphasis in Friuli Venezia Giulia and in an even greater way in Marche; probably effect of the consequences of the measures and behaviors due to the pandemic. The decrease was equally distributed at the territorial level significantly altering the percentage composition between regions.

Companies that carry out banqueting, supply of prepared meals and collective catering are around 3,620, a significant increase compared to the year previous, mainly concentrated in Lombardy,

¹ Annual report, Confcommercio Italia, 2023

Lazio, Campania but with important presences also in Tuscany and Sicily. The presence of airports in the which the airline catering service takes place explains, at least in part, the densities found in Lombardy and Lazio.

Statistical data for vocational training sector catering

Over 220,000 companies in Italy deal with professional catering (Source: Unioncamere-InfoCamere; PanoramaChef). The number does not include bars, but only all types of restaurants, pizzerias and pastry shops which together generate an annual turnover of more than 70 billion euros per year (Source: Istat; Unioncamere).

A population of operators that is close to millions of workers and a positive trend that overcomes crisis after crisis. Italian Cuisine is not only good for our palates but also one of the engines of the National Economy.

365 Days per year of activity

220000 Restaurant activities in Italy

70000000 Euros of Annual Turnover



The results of the ISTAT survey regarding professional training in Italy are very encouraging. In 2020, 68.9% of companies active in our country with at least 10 employees invested in training their workers. This figure becomes even more impressive for large companies (250+ employees), where the percentage even exceeds 90%. Therefore, over four million workers had the opportunity to participate in training courses and other types of training activities (e.g. conferences, seminars,

workshops, training in work situations, etc.), or 44.6% of employees overall, with a slight difference between men and women. And this marks a 10% increase compared to 2015

What were the sectors with a higher percentage of training companies?

Finance and insurance (96.4%);

Supply of electricity, gas, water and waste management (83.7%);

Mechanical, electrical, electronic devices (83.7%);

ICT services (82.0%)

Construction (82.1%).

Below the national average, however, are the sectors of the paper, cardboard and printing industry (54.1%), the accommodation and catering services (48%) and the textile and clothing sector (47.6%).

Early school leaving data for secondary schools in the catering sector

As regards the situation in our country, the official data available comes from three main sources: the Ministry of Education, ISTAT and INVALSI. The school dropout rate in Italy is 12.7% with peaks in Sicily (21.1%), Puglia (17.6), Campania (16.4%) and Calabria (14%). The percentage of NEETs (i.e. young people who do not study, do not follow training courses and do not work) is 23.1%. In regions such as Sicily, Campania, Calabria and Puglia, 15-29 year old NEETs have even surpassed their working peers (3 young NEETs for every 2 employed young people). According to INVALSI data, the percentage of students who do not reach adequate levels of reading and understanding the text has gone from 34% in 2018 to 39% in 2022. In mathematics, in the same period, this share has gone from 39% to 44%. The results become even more worrying if we look at the regional differences: between the Southern and Northern regions we find a gap of as much as 10 percentage points. In Italian the percentage goes from 49% in the Southern and Islands regions to 34%-35% in the Northern and Central regions. The same goes for math tests.

In summary, the phenomenon of school dropout mainly concerns:

- mainly males,
- in the 14-15 year age group,
- students from the southern regions: although the phenomenon is decreasing, the gap between North and South continues to present worrying levels: Campania, Sicily, Calabria,

Puglia and Molise are the regions with the highest incidence of the phenomenon of school dropout

- foreign students born abroad (in greater difficulty than those born in Italy)
- the transition period between middle school and high school, which today represents the most "critical" moment is concentrated above all in some institutes: the lowest rate of school dropout is recorded in high schools (1.8%), followed by technical institutes (4.3%) and professional institutes (7.7%)

Dropping out of school is an urgent problem that affects the individual, society and the economy. The skills and competences acquired through upper secondary education are currently considered the minimum credentials for successful entry into the labor market and the basis for further learning and training opportunities. These skills and competences help prepare young people for life, developing everyone's potential to enable them to become active and fulfilled citizens. However, according to data provided by Eurostat, 11.1% of children aged between 18 and 24 have dropped out of education and training before completing upper secondary school. On average, the probability of leaving the school and training system early is double for students born abroad, compared to those born in the country where they reside. Around 60% of early school leavers are unemployed or inactive and face the prospect of long-term socio-economic disadvantage. Numerous studies confirm that early interruption of studies and training reduces opportunities for job placement and exposes one to a greater risk of unemployment, poverty and social exclusion⁴. It is a widely shared opinion that school dropout constitutes a complex problem with multiple facets and that an equally multi-dimensional approach is necessary to address its various causes. Among the factors that contribute to determining it, social problems in a broad sense, not strictly inherent to the educational system, have a significant impact. Usually, dropping out of school is the result of a set of individual, socio-economic, educational and family factors that are strongly connected to each other, from which a situation of cumulative disadvantage arises. Research has shown that the socio-economic condition and educational level of parents are among the most determining factors for dropping out of school. Furthermore, some aspects of our education and training systems can exacerbate educational disadvantage, create further barriers for struggling students and hinder their educational journeys. Research shows that systems characterized by frequent failure, early tracking, insufficient student support, lack of quality vocational education and training (VET) and limited provision of education and care for early childhood they present greater social inequalities in school performance and educational level. At school level, the educational practices adopted in the institution and in the classroom, the attitude of teachers and their pedagogical approaches have a considerable impact on the motivation and commitment of children and young people towards education: an unfavorable school climate, teaching that is not centered on the needs of students, inadequate awareness of situations of educational disadvantage, violence and bullying, an unconstructive relationship between teachers and students and methods and programs perceived as irrelevant are some of the factors that can contribute to the decision to leave prematurely the school⁶. Policy response at EU level At European level, the need to contain early school leaving has been underlined by the Europe 2020 strategy⁷. One of its five main objectives is to reduce the early school leaving rate to less than 10% by 2020. In 2011 the Council adopted a Recommendation on policies to reduce early school leaving, with which Member States are invited to implement comprehensive strategies based on objective evidence, which concern all levels of education and training and which combine appropriately prevention, intervention and compensation measures. To facilitate the application of the Recommendation, European countries have engaged in a process of political cooperation through a Thematic Working Group dedicated to early school leaving. Building on the results achieved by this group, a new Working Group on School Policy was established in 2014 under the

Education and Training 2020 strategic framework, involving policy makers from almost all EU Member States and from Norway, Serbia and Turkey, as well as representatives of social partners.

The implicit dispersion

The so-called "implicit dispersion" concerns those pupils who go to school, but learn little, or learn badly or irregularly. Even if these young people are not included in the main statistics on explicit school dropout, we can in a certain sense include them among the "missing". These pupils are not even classified as ESL and, consequently, are very unlikely to benefit from support actions to increase their level of skills. Starting from 2019, INVALSI has tried to measure the number of students who finish their school career without having acquired fundamental skills. When measuring school dropout, more attitudes and behaviors of children are considered. We can first distinguish two types of dispersion, which have different consequences:

- explicit school dropout: it is the set of behaviors and attitudes implemented by children aimed at avoiding school. Some examples include unjustified absences, not going to class without parental permission, dropping out of school before graduating.
- implicit school dropout: represents students who, although not explicitly missing, do not have the necessary skills to enter the world of work and university after finishing school. This aspect often escapes society's attention, which is why we also talk about hidden school dropout.

In Italy we are working on the European objective of reducing explicit school dropout to 10% by 2020. With the 14.8% recorded in 2018 we are on the right track, but unfortunately the ISTAT data highlight significant differences between the regions of our country.

While the statistics of explicit school dropout are easily visible, the same cannot be said for the data of hidden dropout. In Italy, a useful tool for having an initial representation of the skills possessed by children at the end of their studies are the Invalsi tests. To calculate the implicit dispersion, the share of children who at the end of high school reached a maximum of level 2 (on a scale from 1 to 5) in Mathematics and Italian and had a level lower than B1 in both writing and speaking was considered. listening to English (the expected level is B2).

The total number of explicitly missing students" in 2019 stands at around 7.1% to which explicit school dropout must be added: this means that 20% of Italian students - among those who drop out of school or graduate without the minimum necessary skills - they are missing.

Young people who fall within the implicit or explicit school dropout quota are at social risk. In fact, without adequate education or basic skills, they will find it more difficult to enter the job market than their peers who have completed upper secondary school and acquired the necessary knowledge.

In Italy, according to Istat data, the total youth unemployment rate rises to 23.7% (+1.6 points). Our country records the third highest figure on youth unemployment in Europe (Eurostat data). In first place is Spain (youth unemployment at 32.1%), in second place is Greece (youth unemployment at 28.5%).

Unemployment, Istat data - September 2022

In September 2022, compared to the previous month, the employed and unemployed increased, while the inactive decreased. Comparing the third quarter with the previous one, there was a decrease in the number of employed people of 22 thousand units, equal to 0.1%. The decline in employment recorded in the quarterly comparison is associated with the decrease in people looking for work (-2.4%, equal to -48 thousand units) and the growth of the inactive (+0.3%, equal to +40 thousand units) .

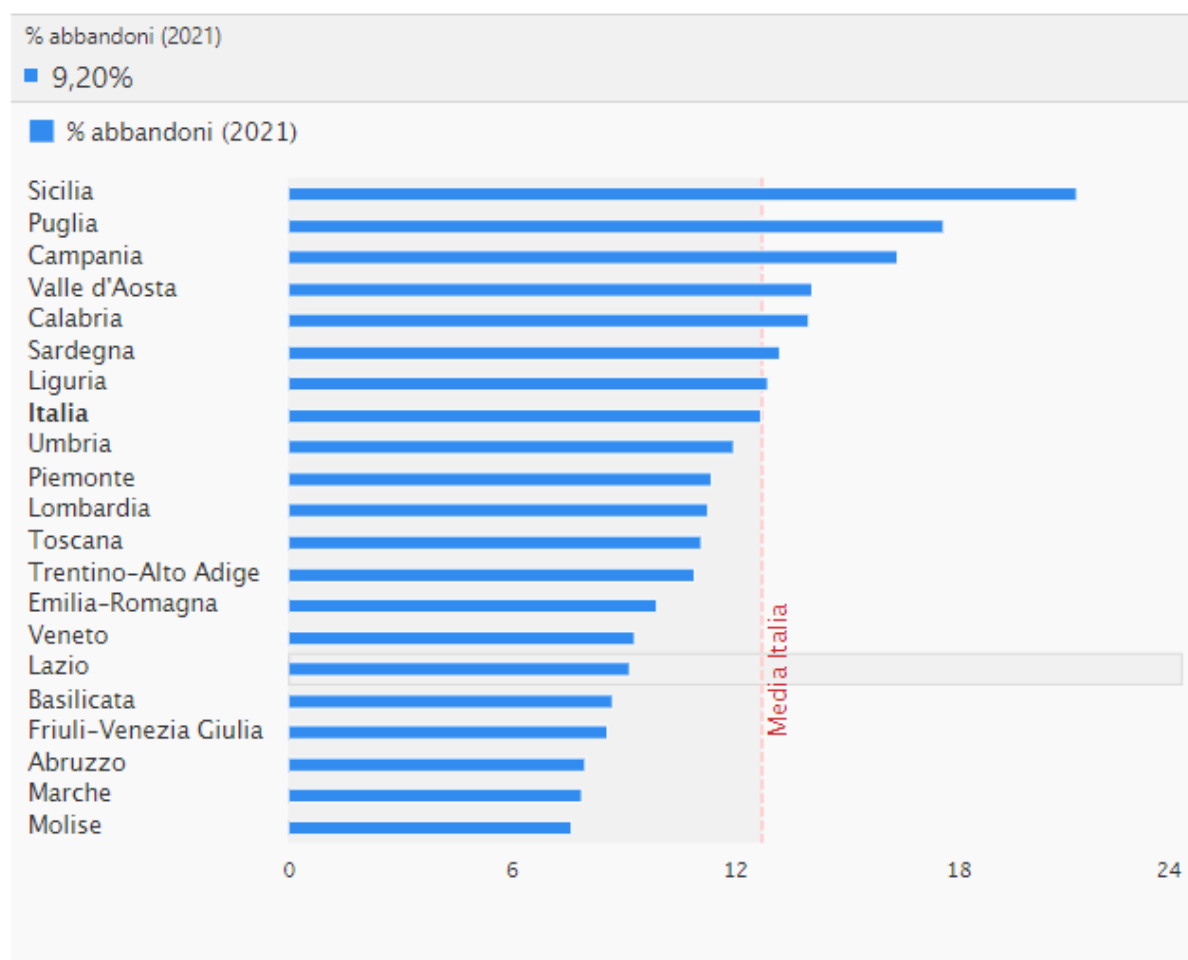
Employment (+0.2%, equal to +46 thousand) increases for men and women, for permanent employees and for the central age groups (25-49 years), while it decreases for the remaining age groups, for fixed-term employees and the self-employed. The employment rate rose to 60.2% (+0.2 points).

The number of people looking for work is growing (+0.4%, equal to +8 thousand units compared to August) among males, among those under 24 years old and among 35-49 year olds. The total unemployment rate remains at 7.9%.

The decrease in the number of inactive people between the ages of 15 and 64 (-0.7%, equal to -86 thousand units) involves men, women and those under 50. The inactivity rate drops to 34.6% (-0.2 points).

The number of employed in September 2022 exceeds that of September 2021 by 1.4% (+316 thousand units). The increase involves both sexes and all age groups, with the exception of 35-49 year olds due to the negative demographic dynamics; the employment rate, which overall is increasing by 1.3 percentage points, also rises in this age group (+1.0 points) because the decrease in the number of employed 35-49 year olds is less marked than that of the corresponding population overall.

Compared to September 2021, the number of people looking for work decreases (-11.8%, equal to -266 thousand units) and the number of inactive people between 15 and 64 years old (-2.6%, equal to -344 thousand) .

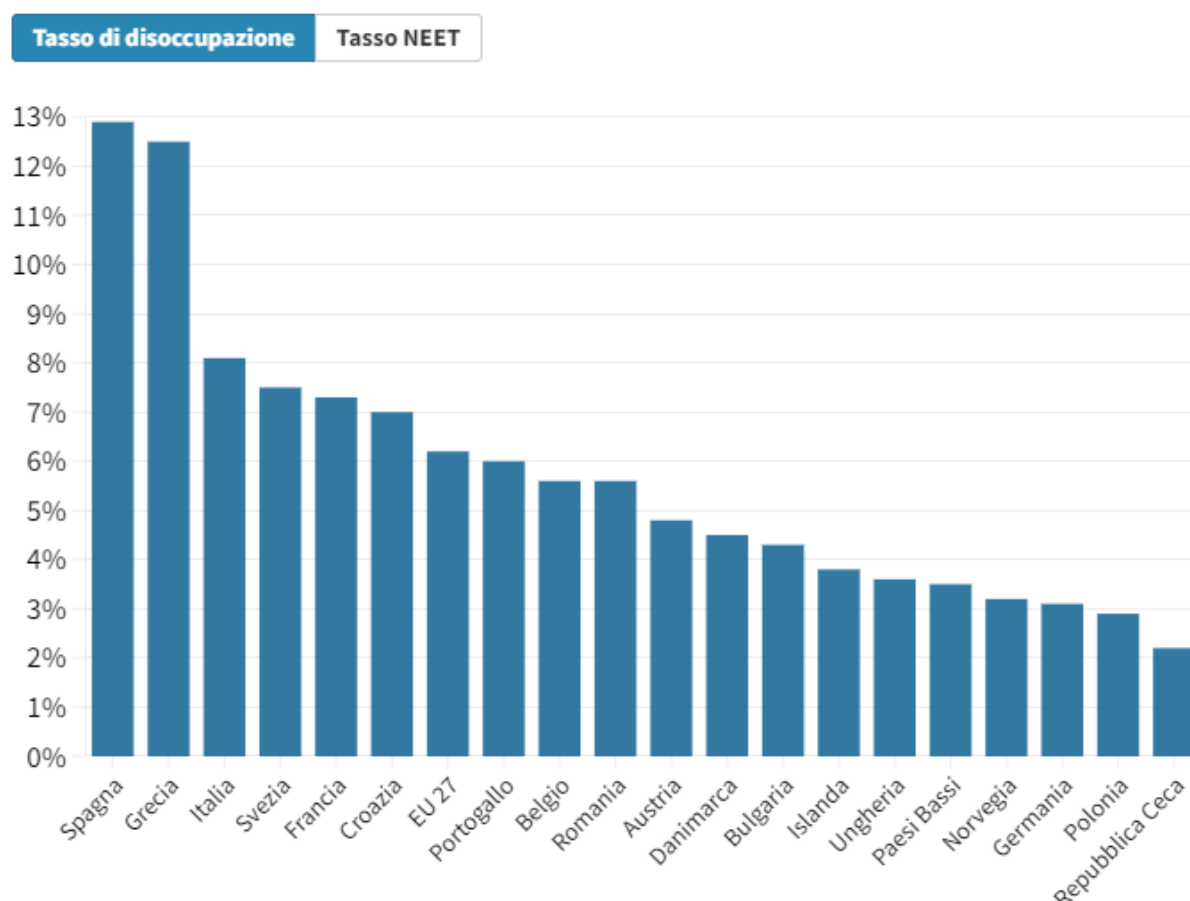


In 2021, in Italy, the employment rate of young people transitioning from school to work is estimated at 49.9% among diplomats and 67.5% among graduates, values lower than the EU average of 23.2 points and 17.4 points respectively. On the other hand, unemployment rates stand at 28.7% among diplomats and 15.6% among the winners, being 14.0 and 6.8 points higher, respectively, than the European average. I have differences with Europe increase for the female component and become maximum for young women graduates, a confirmation of the reduced employment prospects of young people in Italy upon leaving their studies.

If you calculate the non-participation rate, which in addition to the unemployed also takes into account people who have not looked for work in the last four weeks but would be available to work, the quotas they rise to 41.6% among diplomats and 24.9% among graduates.

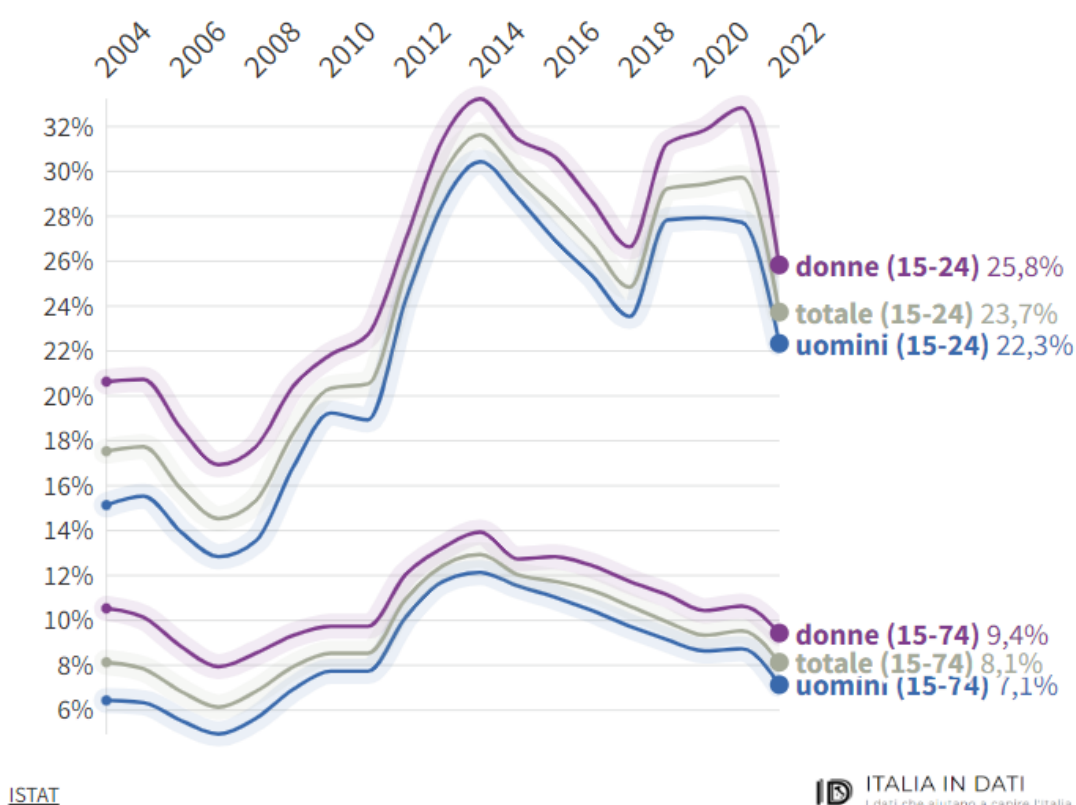
Graduates' transition into post-pandemic recovery is improving

After the very serious deterioration of the youth employment situation in the years of the 2008-2014 crisis, the sustained growth observed since 2015 and the subsequent impact of the pandemic crisis, recovery in 2021 it also involves young people in transition from school to work. The improvement is however only significant for graduates, it is observed among men and women and is more marked in the Center and in the South. For graduates, in fact, the employment rate increases by 3.7 points, the unemployment rate drops by 2.4 and that of failure to participate by 2.8 points.



Among diplomats - who had seen the most marked delivery of opportunities during the pandemic of transition from school to work - only residents in the Center show an appreciable increase of the employment rate. The numbers of school dropouts in Italy are among the highest in Europe: in fact, they stand at 12.7%, after Spain (13.3%) and Romania (15.3%). In short, far from the objective of 9% by 2030 established by the EU. The percentage of NEET (Not engaged in Education, Employment or Training) between the ages of 15 and 29 reaches 23.1% compared to an EU average of 13.1%.

Below is an overview of youth unemployment rates from 2004 to 2022



As regards the situation at national level, the official data available comes from at least three main sources: the Ministry of Education, INVALSI and ISTAT.

The approach used to study school dropout by the Ministry is based on the quantification of the dropout which occurs both during the school year and in the transition to the following year, in particular during the attendance of lower secondary school and II degree, both in the transition between school cycles. In detail, according to the Ministry's Information Asset Management and Statistics Office, the following categories are included in the dispersion calculation:

1. pupils who attend lower secondary school and who interrupt attendance without valid reason before the end of the school year, in each year of the course (dropout during the year - lower secondary school);
2. pupils who have attended the entire school year, the first or second year of secondary school, and who do not progress in the following year to the second or third year in good standing, nor to the first or third year second year as repeaters, nor to upper secondary school following advancement based on merit (abandonment between one year and the next - lower secondary school);
3. pupils who have entirely attended the third year of secondary school, have taken the final exam of the first cycle and do not proceed to secondary school in good standing in the following school year, attend school again of first level secondary school, as repeating students, neither enroll in vocational education and training courses (leFP), nor in first level ones at the CPIA or in second level education courses at second level educational institutions (abandonment in the transition between cycles). The leFP courses - vocational education and training - refer to the so-called "subsidiary offer" created by professional institutes. The CPIA are the provincial centers for adult

education which, since the 2014/2015 school year, carry out the functions previously carried out by the permanent territorial centers and by the educational institutions hosting evening courses.

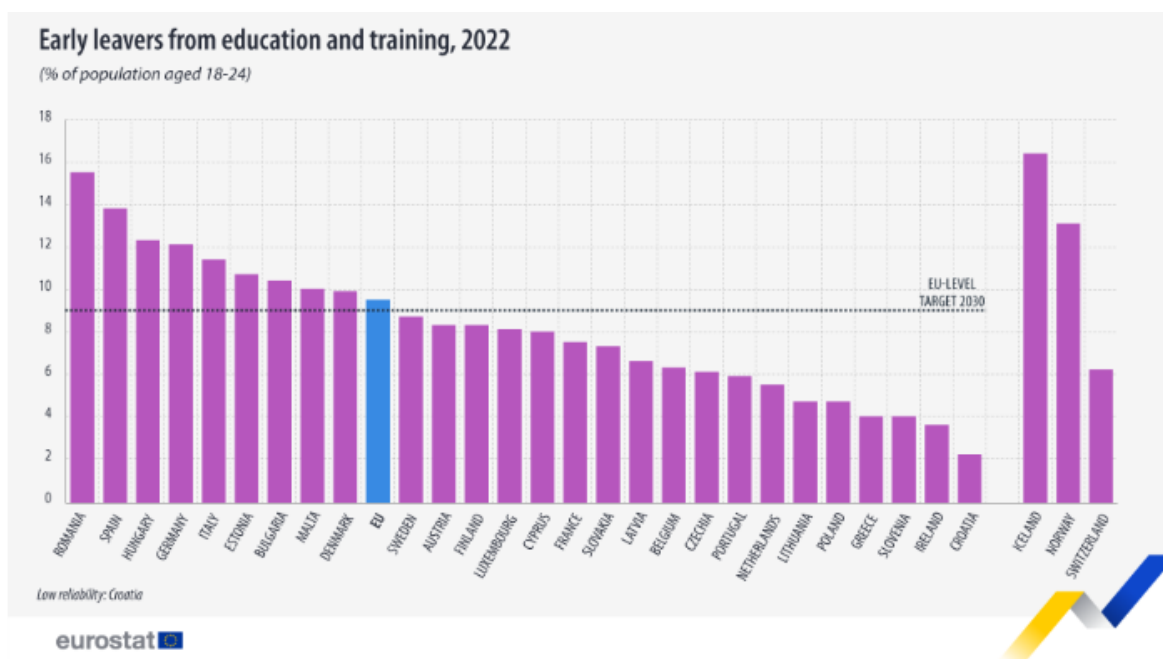
4. pupils who attend upper secondary school and who interrupt attendance without valid reason before the end of the school year, in each year of the course (abandonment during the year - upper secondary school);

5. pupils who have attended the entire school year, the I, II, III or IV year of secondary school, who do not proceed to the following year or to the II, III, IV or V year in good standing, neither in the first, second, third or fourth year as repeaters, nor do they enroll in leFP courses, in first level courses at CPIA or in second level education courses at second level educational institutions (abandonment between one year and the next - secondary school).

In more analytical terms, school dropout mainly concerns males, with more marked differences in the southern regions and on the islands. This data appears to be correlated to the presence of child labor in our country which mainly affects male children from the southern regions, particularly in the 14-15 age group. It is here, in fact, that school dropout is most significant; Sicily is the region with the highest school dropout rate in Italy for pupils in lower secondary schools, while for upper secondary schools, dropout rates are higher than 5% in Sardinia and between 4 and 5% in Sicily and Campania.

Furthermore, school dropout in Italy concerns more foreign students, who drop out of school, both middle and high school, three times more than Italians. Students born abroad find themselves in greater difficulty, with an incidence of 4.1% of the total, compared to 1.8% of those born in Italy. However, the reality of second generation students who generally speak Italian fluently appears less difficult, as they are born already immersed in the national culture (as well as in their family culture of origin). A final relevant element in the analysis of school dropout is the age of the pupils. In fact, it emerges from the data that academic delay, due to failure or other causes, very often proves to be a factor that precedes abandonment. Finally, for high school, the phenomenon differs between the various study paths. The lowest school dropout rate is recorded in high schools (1.8%), followed by technical institutes (4.3%) and professional institutes (7.7%).

In 2021, Italy is third in the EU for the share of early school leavers.



To measure school dropouts, the methodological choice adopted at European level is to use as an indirect indicator the percentage of young people between 18 and 24 who only have a middle school diploma. These also include those who have obtained a first level regional professional qualification lasting less than two years. Among EU countries, ours is one of those where the problem of early abandonment remains most significant. In 2021 it is the third nation with the most abandonments (12.7%), after Romania (15.3%) and Spain (13.3%). It should also be underlined that the continental objective, in view of 2030, was further lowered by one point (9%) with a resolution of the European Council of February 2021. Achieving it means for our country first of all reducing the large territorial gaps that they still resist on this aspect. In Sicily, 21.2% of residents between 18 and 24 years old left school early: almost 10 points more than the national average. This is followed by 2 large southern regions, both above 15%: Puglia (17.6%) and Campania (16.4%). In Sicily, over one in 5 young people left school early. Percentage of young people between 18 and 24 who have at most a middle school diploma (2021).

There are 5 regions below the 9% threshold: Basilicata (8.7%), Friuli-Venezia Giulia (8.6%), Abruzzo (8%), Marche (7.9%) and Molise (7, 6%). In addition to these, another 3 are still below 10%. These are Emilia-Romagna (9.9%), Veneto (9.3%) and Lazio (9.2%). There are 3 regions that exceed 15%: Sicily, Puglia and Campania.

Another recent available survey (MIUR, 2021) reports that the dropout percentage for lower secondary school was 0.64% (equal to 10,938 pupils), while for upper secondary school this figure amounts to 3.79% (equal to 98,787 students). In total, therefore, there are approximately 110 thousand pupils who drop out of Italian school every year, in addition to those who are lost in the transition from the first to the second cycle.

We must first of all clarify what is meant by school dropout: it is the lack of, incomplete or irregular schooling by young people of school age. This definition includes dropping out of school, leaving the education system early, absenteeism, repeating grades, the accumulation of gaps and delays in the acquisition of skills which can compromise students' growth prospects. The official data on school dropouts are provided to us by the Ministry of Education, ISTAT and INVALSI and allow us to see how the peaks in school dropouts are recorded in Calabria (14%), Campania (16.4%), Puglia (17.6%) and Sicily (21.1%).

Sources:

- ISTAT - Italian Statistical Yearbook 2022: Market and work - December 2022
- EUROSTAT - Young people neither in employment nor in education and training (NEET), by sex and age - April 2023
- EUROSTAT - Unemployment by sex and age - June 2023
- ISTAT - Employment rate by age, region, educational qualification - May 2023
- ISTAT - Unemployment rate by age, region, educational qualification - May 2023
- EUROSTAT - Employment and activity by sex and age - June 2023
- AlmaLaurea - Employment status of 2022 graduates - June 2022

Data on school-work alternation



France

The socio-economic situation of young people in France within the hotel and restaurant sector is subject to several factors, with regional variations playing a significant role.

It is essential to note that the situation within the hotel and restaurant sector in France is subject to constant change, and post-pandemic economic recovery may influence job opportunities for young individuals. For up-to-date information on the current situation, it is advisable to consult French news sources and contact local organizations within the hotel and restaurant industry.

Youth Unemployment

France has grappled with the challenge of youth unemployment for many years, and this challenge extends to the hotel and restaurant sector. Many young individuals may encounter difficulties in securing stable employment in this field.

A portion of young workers in this sector may be subject to precarious employment contracts, irregular working hours, and low wages. However, governmental and union efforts have been made to enhance working conditions in this sector.

France provides training and education programs within the hotel and restaurant sector, which can be beneficial for young individuals aiming to acquire specific skills to advance in their careers.

A significant number of positions within the hotel and restaurant sector are seasonal, meaning that young workers may find employment during the tourist season but face challenges during the rest of the year. This is particularly pronounced in tourist destinations such as the French Riviera or the French Alps.

The COVID-19 pandemic has had a substantial impact on the hotel and restaurant sector worldwide, including in France. Many establishments have had to lay off employees or reduce working hours, which has had a negative effect on the employment situation of young workers.

Employment situation in your country under 35

Quantitative data on the employment rate of young people under 35 in the partner country (in all sectors)

According to data from the National Institute of Statistics and Economic Studies (INSEE), the employment rate of young people under 35 in France was 64.7% in the 4th quarter of 2021.

This employment rate varies according to the level of qualification, with a higher rate for young people with a higher education qualification (80.8%) compared to those with a lower level qualification (53.3% for young people without a diploma and 59.9% for young people with a secondary school diploma).

The employment rate for young people also varies by gender, with a higher rate for young men (68.7%) than for young women (60.6%).

It is important to note that these figures may vary according to the sectors of activity and the regions, and that they may be influenced by economic and social factors such as the unemployment rate, the level of training, geographical mobility, etc. .

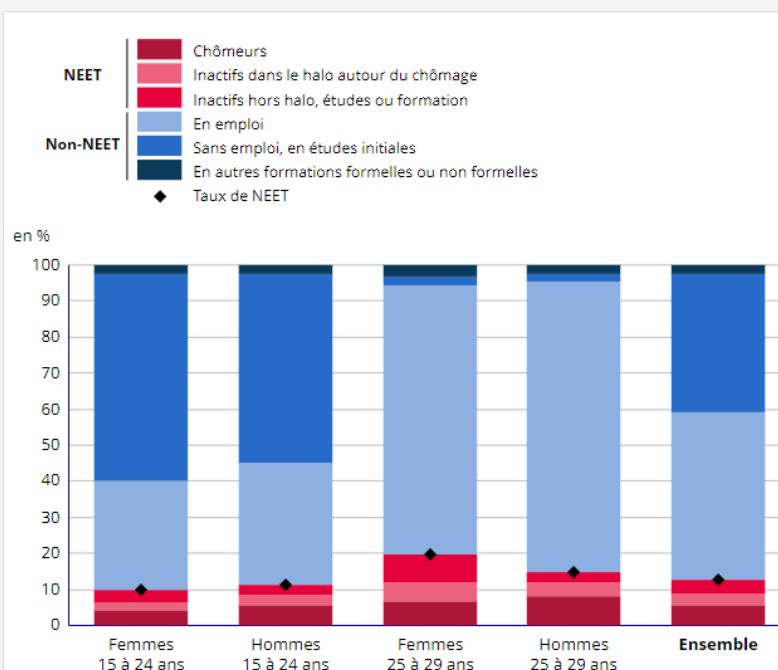
Quantitative data on the employment rate of young people under 35 in the partner country, in the catering sector

According to INSEE data for 2018, the employment rate of young people under 35 in the catering sector in France was 36.8%.

This rate is lower than the national average for young people under 35 in all sectors, which was 55.3% in 2018.

It is important to note that the restaurant sector employs a large proportion of seasonal and part-time workers, which can influence the employment rate in this sector. In addition, this data dates from 2018 and may have been affected by the COVID-19 pandemic which had a significant impact on the restaurant sector in France.

Figure 1a – Situation des jeunes au regard de l'emploi et de la formation selon le sexe et la classe d'âge en 2021



Employment situation in your country sector catering and gastronomy

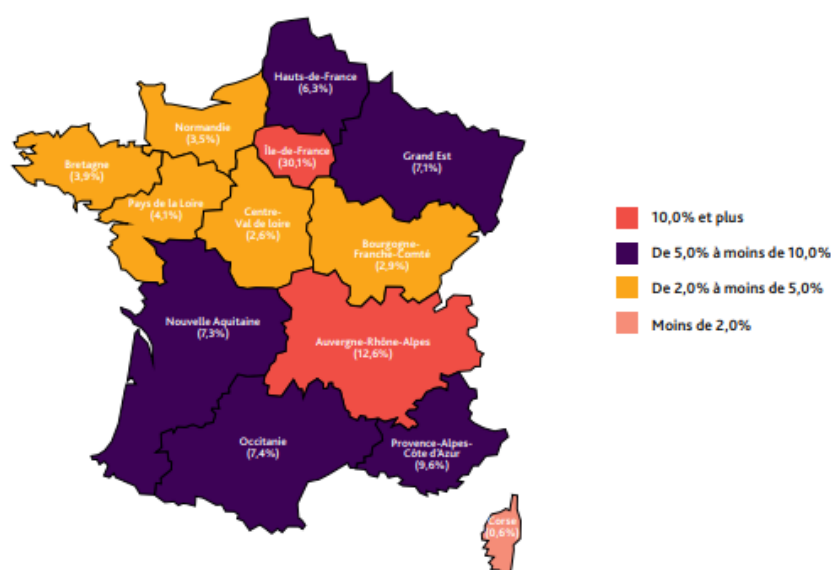
Quantitative data on the employment rate of young people under 35 in the partner country, in the catering sector

According to INSEE data for 2018, the employment rate of young people under 35 in the catering sector in France was 36.8%.

This rate is lower than the national average for young people under 35 in all sectors, which was 55.3% in 2018.

Carte 1

RÉPARTITION RÉGIONALE DU NOMBRE DE SALARIÉS DANS L'HÉBERGEMENT ET LA RESTAURATION EN 2016 (EN %)



It is important to note that the restaurant sector employs a large proportion of seasonal and part-time workers, which can influence the employment rate in this sector. In addition, this data dates from 2018 and may have been affected by the COVID-19 pandemic which had a significant impact on the restaurant sector in France.

LES PERSONNES EN EMPLOI DANS LES FAMILLES PROFESSIONNELLES DE L'HÔTELLERIE ET DE LA RESTAURATION

Métiers (Familles professionnelles)	Nombre d'emplois	Part du secteur de l'hébergement-restauration (en %)	Moins d'un an d'ancienneté dans l'entreprise (en %)	Ancienneté dans l'entreprise entre 1 et 4 ans (en %)	Lien formation-emploi pour les jeunes actifs	Lien formation-emploi pour les individus expérimentés
Aides de cuisine, apprentis de cuisine et employés polyvalents de la restauration	106 000	81	34	30	--	--
Cuisiniers	222 000	61	24	30	++	++
Chefs cuisiniers	28 000	71	13	26	++	++
Serveurs de cafés, restaurants	234 000	91	39	36	--	-
Maîtres d'hôtel, sommeliers	36 000	83	23	30	++	++
Employés de l'hôtellerie	87 000	96	32	29	-	--
Maîtrise de l'hôtellerie, management du personnel d'étage	15 000	95	15	34	nd	++
Patrons d'hôtels, cafés, restaurants	164 000	96	nd	nd	-	--
Cadres de l'hôtellerie et de la restauration	50 000	89	11	30	-	-
Ensemble des métiers de l'hôtellerie-restauration	943 000	83	29	32		
Référence : ensemble des métiers			15	24		

Statistical data for vocational training sector catering

Quantitative data on upper secondary education, catering sector (number of students, number of schools present) in the partner country :

According to data from the Ministry of National Education, Youth and Sports in France for the 2020-2021 school year, the catering sector in upper secondary education is made up of 266 establishments offering vocational training.

The number of students enrolled in these establishments was 55,230. Of these students, 21,070 were in initial vocational training (in apprenticeship or under school status) and 34,160 were in continuing education for adults.

It is important to note that these figures only concern public and private establishments under contract with the State, and do not take into account private schools not under contract or establishments offering training not recognized by the State.

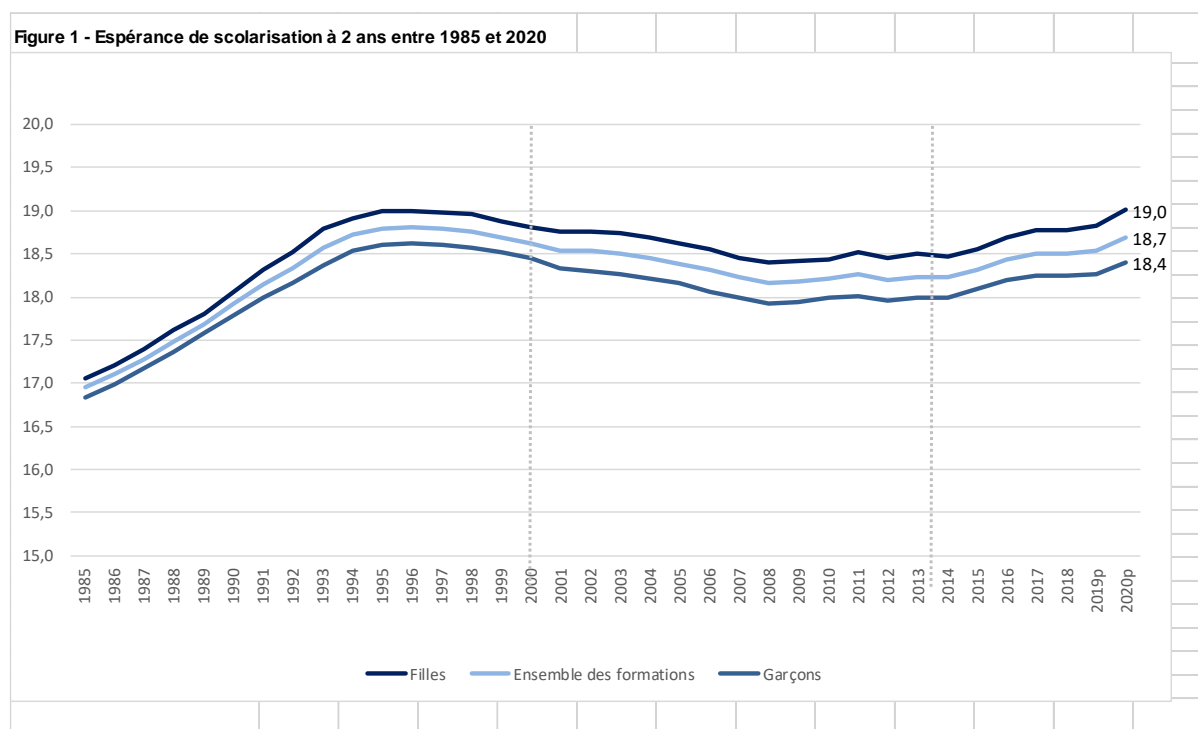
Early school leaving data for secondary schools in the catering sector

Quantitative data on the rate of early school leaving in the partner country (general and if possible related to the restaurant sector) :

According to data from the Ministry of National Education, Youth and Sports, the school dropout rate in France for the 2019-2020 school year was 8.8% for all high school students, all streams combined.

It is important to note that the school dropout rate can vary depending on many factors, including the level of education, socio-economic situation, cultural background and personal or family difficulties of the students.

As regards the catering sector, specific data is not available. However, as the catering sector employs a large proportion of low-skilled and low-income workers, some young people may be more at risk of dropping out of school.



Studies have also shown that students who follow vocational training in the hotel and catering field may have a higher dropout rate than students in general or technological streams. However, it is important to note that these results may vary depending on the quality of the training offered and the educational support.

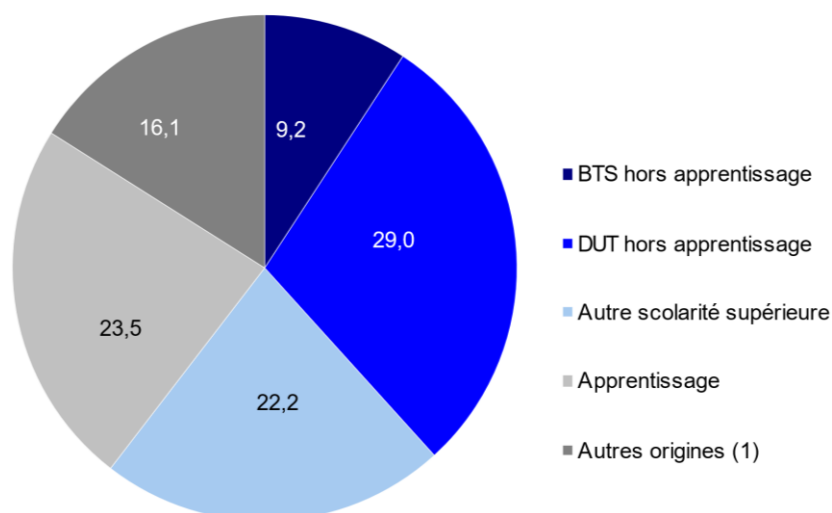
Data on school-work alternation

Quantitative and qualitative data on school-work alternation in secondary schools (vocational institutes) :

School-work, also called apprenticeship, is a form of vocational training that combines classroom instruction with hands-on experience in a company.

According to data from the Ministry of National Education, Youth and Sports, for the 2020-2021 school year, 489,600 students were enrolled in vocational training, including 395,400 in apprenticeship. These students were divided into more than 100 different professional streams, ranging from mechanics to hairdressing and cooking.

Origine des apprentis ingénieurs en première année en 2020-2021, en %



The apprenticeship system in France is governed by a strict legal framework which notably provides for apprenticeship contracts between the employer and the apprentice, rules relating to working hours, remuneration and working conditions.

With regard to the benefits of school-work alternation, it has been demonstrated that this form of vocational training can improve the employability of young people by providing them with concrete work experience and allowing them to acquire practical skills related to their future job.

However, some critics point out that alternating between school and work can promote job insecurity and that not all young people are equal before this form of training, because of the difficulty of finding a company willing to take on an apprentice and to provide quality training.



SPAIN

It's important to note that the situation may vary from region to region in Spain, with some areas heavily reliant on tourism and others less affected by youth unemployment in the sector. Additionally, government policies and initiatives can have an impact on job opportunities for young people in the hotel and restaurant sector.

Youth Unemployment: Spain has faced significant youth unemployment for several years. This issue particularly affects young people seeking employment in the hotel and restaurant sector, which is often seasonal and susceptible to economic fluctuations.

Precarious Work: Many positions in the hotel and restaurant sector are characterized by precarious contracts, low wages, and job insecurity. Young people can be especially vulnerable to this type of unstable employment.

Seasonality: In many regions of Spain, tourism is a major source of employment in the hotel and restaurant sector. However, much of this work is seasonal, meaning young people may only find employment during the high tourist season, with periods of unemployment during the rest of the year.

Training and Qualifications: Some young people may face challenges in accessing the hotel and restaurant sector due to a lack of specific training or qualifications. However, there are training and education programs available for those wishing to gain skills in the sector.

COVID-19 Pandemic: The pandemic has severely impacted the hotel and restaurant sector in Spain, leading to layoffs and increased job uncertainty for young people. However, the sector is gradually recovering as the health situation improves.

Employment situation in your country under 35

The number of employed people increases by 603,900 people in the second quarter of 2023 compared to the first (2.95%) and stands at 21,056,700, the highest figure in the historical series. of the questionnaire. In seasonally adjusted terms, the quarterly variation is 1.40%. The Employment has grown by 588,700 people (2.88%) in the last 12 months.

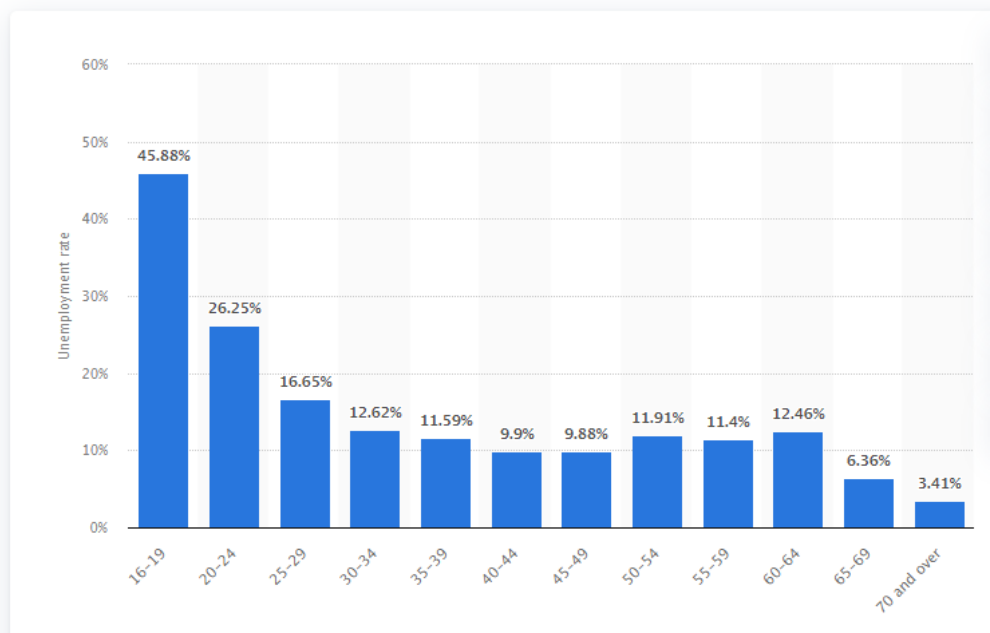
Active population	40,392.6
Active workers	21,056.7
Unemployed	2,762.5
Inactive	16,573.5

This quarter employment grows in all the autonomous communities. The biggest increases occur in Catalonia (132,700 more), Balearic Islands (108,100) and Community of Madrid (77,300). In the last year, all communities have also increased their occupancy. Catalonia (133,000 more), Andalusia (101,600) and Comunitat Valenciana (72,700) present the greatest increase.

EMPLOYED

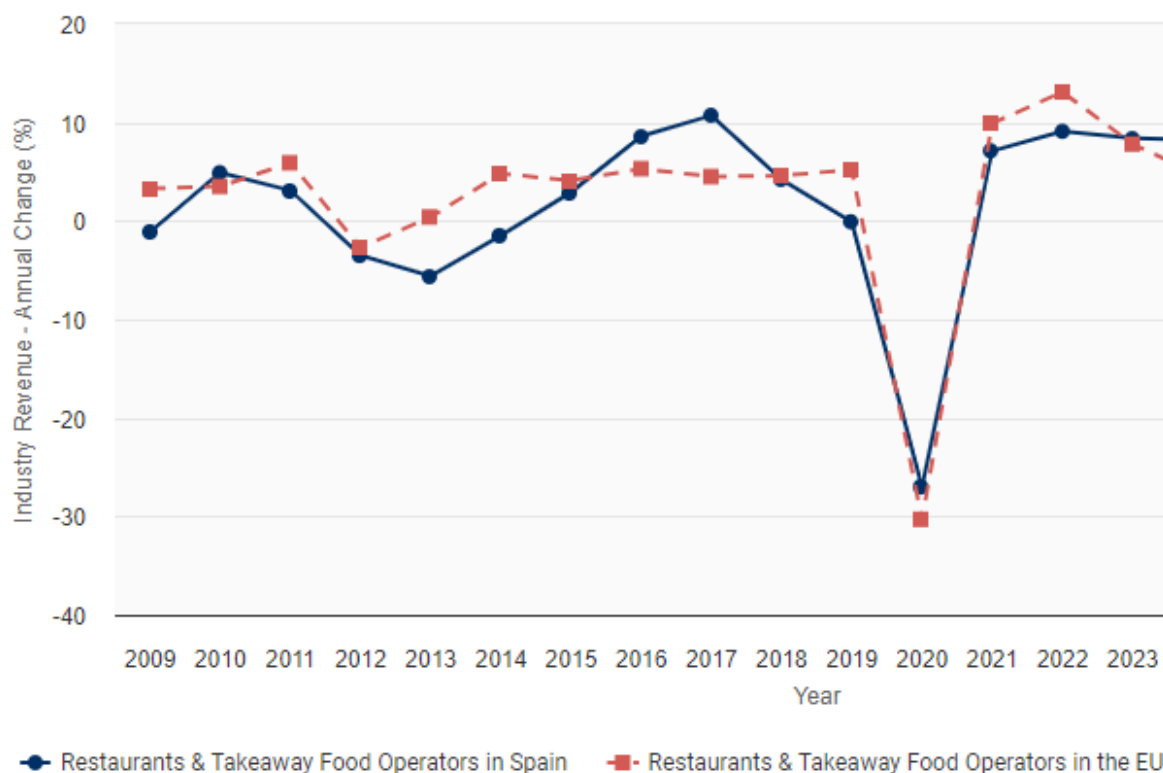
from 30 to 35 years old	2,195.1
From 16 to 19 years old	162.2
From 20 to 24 years old	1,043.5
From 25 to 29 years old	1,864.2

Unemployment rate in Spain in 2022, by age group



Employment situation in your country sector catering and gastronomy

Employment increased this quarter in Services(tourism, restaurants sector) by 606,000 people, in Construction by 60,900 and in Agriculture by 1,500, and decreased in Industry by 64,500. In the last year, employment has increased in Services by 658,000 people and in Construction by 20,800 and has decreased in Industry by 50,500 and in Agriculture by 39,600.



52% of hospitality companies have declared in the first quarter of 2023 that they are having great difficulty finding workers.

It is difficult to find waiters and cooks, People are looking for better paid jobs with more flexible hours. People under 35 years of age try not to work on weekends and holidays. Work in the hospitality industry is difficult for them due to the hours they work.



Statistical data for vocational training sector catering

Students enrolled in FP Training Cycles of Hospitality (Restaurant sector) Academic year 2023-2024

BASIC FP(basic vocational training)	887
CFGM (medium vocational training studies)	17,252
CFGS (Superior vocational training studies)	22,725

Early school leaving data for secondary schools in the catering sector

12.4% of students leaving vocational training studies

Data on school-work alternation

Dual Vocational Training (Dual Vocational Training) is a type of Vocational Training that is carried out on an alternating basis between the educational center and the company. Dual FP allows the student to receive training at the educational center and at the same time put into practice what they have learned in a workplace.

70% of Dual FP graduates find work in their sector.

One in three Dual FP graduates has a permanent contract.

The unemployment rate falls more among Dual Vocational Training graduates. The training is much more tailored to the real needs of companies. FP DUAL is currently taken by just under 5% of FP students Fp dual= dual vocational training.



TURKEY

Employment situation in your country under 35

Unemployment rate stood at 10.4%. The number of unemployed people aged 15 and over decreased by 337 thousand people in 2022 compared to the previous year, reaching 3 million 582 thousand people. The unemployment rate decreased by 1.6 points to 10.4%. The unemployment rate was estimated to be 8.9% for men and 13.4% for women.

Employment	rate				was				47.5%
Yıllar - Years	15 - 24 yaşları arasındaki genç nüfus Population of young people age between 15 and 24	İşgücü Labour force	İstihdam Employment	İşsiz Unemployment	İşgücüne dahl olmayanlar Not in labour force	İşgücüne katılma oranı Labour force participation rate (%)	İstihdam oranı Employment rate (%)	İşsizlik oranı Unemployment rate (%)	
	Toplam - Total								
	2023 Ocak - January	11.873	5.364	4.264	1.100	6.509	45,2	35,9	20,5
Şubat - February	11.865	5.129	4.129	1.000	6.736	43,2	34,8	19,5	
Mart - March	11.858	5.114	4.074	1.040	6.745	43,1	34,4	20,3	
Nisan - April	11.850	5.207	4.272	935	6.643	43,9	36,0	18,0	
Mayıs - May	11.843	5.246	4.443	803	6.597	44,3	37,5	15,3	
Haziran - June	11.835	5.459	4.482	978	6.376	46,1	37,9	17,9	
Temmuz - July	11.828	5.734	4.602	1.132	6.094	48,5	38,9	19,7	

The number of employed people increased by 1 million 955 thousand people in 2022 compared to the previous year, reaching 30 million 752 thousand people, and the employment rate increased by 2.3 points to 47.5%. While this rate was 65.0% for men, it was 30.4% for women.

The labor force participation rate was 53.1%.

The labor force increased by 1 million 618 thousand people in 2022 compared to the previous year, reaching 34 million 334 thousand people, and the labor force participation rate increased by 1.7 points to 53.1%. The labor force participation rate was 71.4% for men and 35.1% for women.

The unemployment rate in the young population was 19.4%.

The unemployment rate in the young population, covering the 15-24 age group, decreased by 3.2 points compared to the previous year and reached 19.4% in 2022. Unemployment rate in this age group; It was estimated as 16.4% in men and 25.2% in women.

Statistical data for vocational training sector catering

Number of Students: 93.772

Number of Schools: 118

STUDENTS IN THE TOP 20 AREAS

AREA	STUDENT.	PERCENTAGE RATE
ELECTRICAL-ELECTRONIC TECHNOLOGY	173,386	11.99%
INFORMATION TECHNOLOGIES	163,976	11.34%
HEALTH SERVICE	140,615	9.73%
CHILD DEVELOPMENT AND EDUCATION	100,841	6.98%
ACCOUNTING AND FINANCE	94,397	6.53%
FOOD AND BEVERAGE SERVICES	93,772	6.49%
MACHINE AND DESIGN TECHNOLOGY	75,486	5.22%
BEAUTY SERVICES	73,444	5.08%
MOTOR VEHICLES TECHNOLOGY	72,267	5%
METAL TECHNOLOGY	44,515	3.08%
FURNITURE AND INTERIOR DESIGN	40,584	2.81%
FASHION DESIGN TECHNOLOGIES	35,394	2.45%
OFFICE MANAGEMENT AND EXECUTIVE ASSISTANCE	32,476	2.25%
PLUMBING TECHNOLOGY AND AIR CONDITIONING	27,961	1.93%
JUSTICE	27,412	1.9%
GRAPHICS AND PHOTO	23,366	1.62%
CHEMICAL TECHNOLOGY	20,544	1.42%

AREA	STUDENT.	PERCENTAGE RATE
CONSTRUCTION TECHNOLOGY	19,561	1.35%
MARKETING AND RETAIL	17,307	1.2%

Early school leaving data for secondary schools in the catering sector

The Turkish education system is both comparatively large and highly centralised, covering over 1 million teachers and 18 million students in 2018-2019. Turkey faces many and various human capital development challenges. In economic terms, the most pressing of these relate to making the transition from a low-tech to a high-tech country and from a middle- to a high-income country; boosting productivity and tackling the impact of automation; and mitigating the effects of the urban-rural divide in an increasingly urbanised society in order to provide career opportunities for a young population, as well as reskilling and upskilling the adult workforce, including a huge number of refugees (ETF, 2020a)

Turkey's Economic Reform Programme 2020-2022 outlines the reform measures needed in technical and vocational education and training (TVET), some of which are related and complementary to the Riga MTD. These include the following reform measures: • measure 18: preparing digital content and skill-based programmes according to the curriculum • measure 19: updating curricula in vocational and technical education • measure 20: supporting applications for inventions, patents and utility models useful in vocational and technical education • measure 23: establishing a private sector cooperation protocol for vocational training and skills development (the MEGEP project - Strengthening the VET system in Turkey)

Number of Students: 255.827

Rate of early school leaving 15 %

Data on school-work alternation

No quantitative and qualitative data



BULGARIA

Employment situation in your country under 35

EMPLOYED AND EMPLOYMENT RATES OF POPULATION OF 20 - 64 YEARS OF AGE IN 2022		
Sex Place of residence	Employed - thous.	Employment rates - %
Total	2 830.8	75.9
By sex		
Male	1 497.5	79.6
Female	1 333.4	72.1
By place of residence		
Urban	2 220.6	78.9
Rural	610.3	66.5

Employment and activity by sex and age - annual data

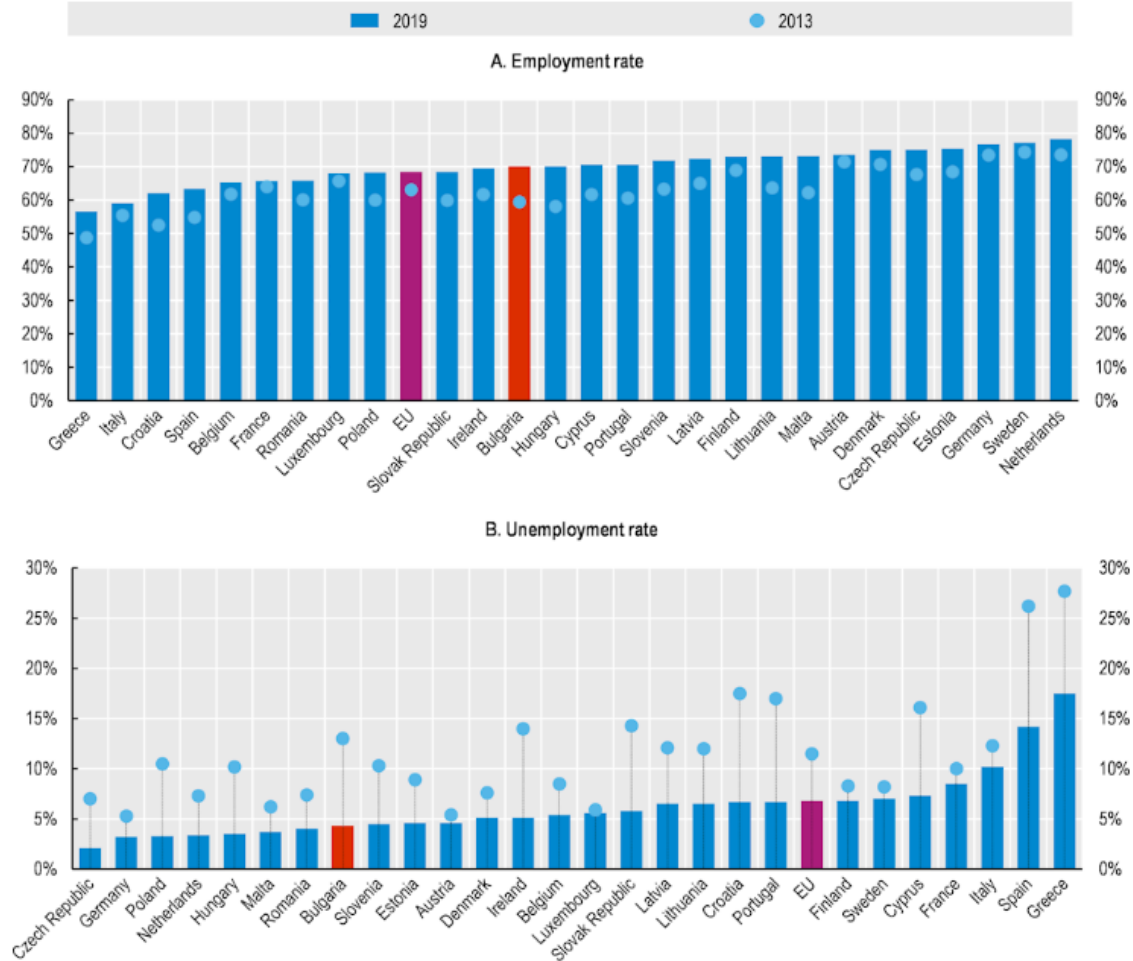
It	TIME	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
GEO											
European Union - 27 countries (from 2020)		43.6	44.0	44.7	45.7	46.7	47.5	48.1	45.8	47.3	49.2
Euro area - 20 countries (from 2023)		44.1	44.2	44.6	45.5	46.4	47.2	47.9	45.6	47.5	49.8
Belgium		41.4	41.5	41.3	41.4	41.6 (b)	43.4	45.1	42.5	43.5	44.4
Bulgaria		36.2	37.5	38.7	37.8	41.4	40.2	41.6	38.0	35.8	38.5
Czechia		44.3	45.7	46.8	47.7	49.0	49.0	48.8	45.8	44.8	44.6
Denmark		56.4	56.9	58.3	58.8 (b)	59.0 (b)	60.4	61.2	60.1	61.6	64.2

Employment situation in your country sector catering and gastronomy

Exact data on the youth employment rate in the catering sector is not readily available. However, we can look at the broader sector of Accommodation and Food Service Activities (which includes the catering sector) to get an idea of the employment situation for young people in Bulgaria.

The strong labour market improvements in the years preceding the COVID-19 pandemic led to a notable decrease in unemployment. While unemployment peaked at 13% of the working-age population in 2013 in the aftermath of the GFC, rates kept falling rapidly thereafter. In 2019, unemployment stood at just 4.3% in Bulgaria,² i.e. at only one-third of its 2013 level, against 6.8% in the EU ([Figure 2.2](#), Panel B). Only seven EU countries reported lower unemployment rates than Bulgaria in 2019 and, in relative terms, the unemployment reduction between 2013 and 2019 had been stronger than in any other EU country except the Czech Republic and Poland.

Employment and unemployment rates among 15-64 year-olds, 2013 and 2019

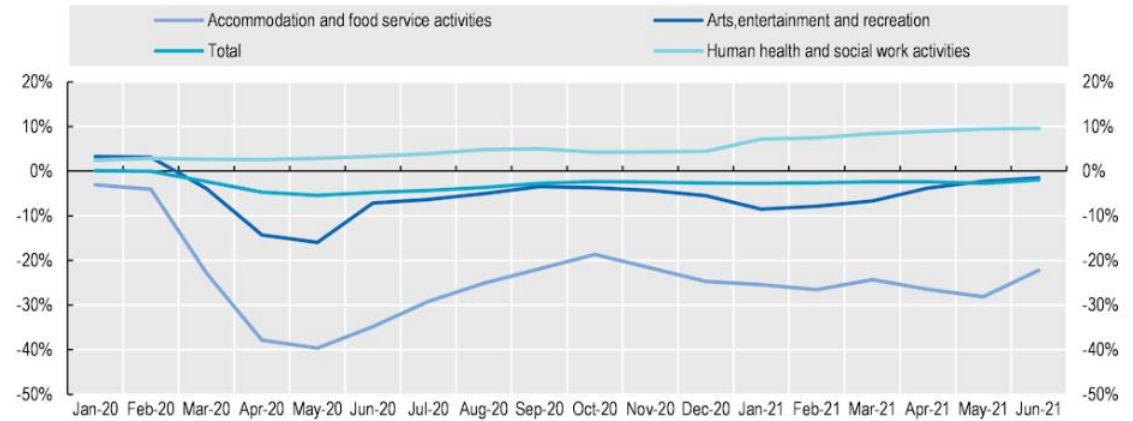


Note: The European Union (EU) is a weighted average of the 27 countries shown.

Source: Eurostat, European Union Labour Force Survey.

Figure 2.4. **Employment in some sectors collapsed due to COVID-19, hitting young Bulgarians hardest**

A. Evolution of the number of employed people, by sector, 2020 and 2021 compared to the same month in 2019



According to Eurostat, in 2019, the Accommodation and Food Service Activities sector employed approximately 4.4% of the total employed population in Bulgaria. Unfortunately, a specific breakdown of the data by age group is not available. It is generally known that the catering and hospitality industries tend to employ a higher proportion of young people compared to other sectors.

Statistical data for vocational training sector catering

Distribution of students by VET areas in 2010 and 2019

Annex 2: Distribution of students by VET areas in 2010 and 2019

VET structure in 2010 (share of VET students)		VET structure in 2019 (share of VET students)	
Electronics, automation, communication, and computer technology	12.0	Hotels, restaurants, and catering	12.9
Hotels, restaurants and catering	10.4	Plant growing and livestock breeding	8.0
Music and performing arts	2.0	Electronics, automation, communication, and computer technology	7.6
Management and administration	9.1	Motor vehicles, ships, and aircrafts	7.6
Electrical and power engineering	8.9	Management and administration	5.7
Building engineering and construction	6.8	Electrical and power engineering	5.4
Motor vehicles, ships, and aircrafts	6.5	Applied information science	4.9
Plant growing and livestock breeding	6.2	Computer sciences	4.6
Textile, apparel, footwear, and leather production technologies	4.4	Engineering industries, metal working, and metallurgy	3.5
Accounting and taxation	4.3	Building engineering and construction	3.5
Engineering industries, metal working, and metallurgy	3.5	Sports	3.4
Finance, banking, and insurance	3.1	Textile, apparel, footwear, and leather production technologies	2.9
Food and beverage industry technologies	2.7	Accounting and taxation	2.8
Applied information science	2.6	Food and beverage industry technologies	2.7
Travel, tourism, and leisure	2.3	Travel, tourism, and leisure	2.7
Hair and beauty services	1.3	Design	2.4
Design	1.1	Hair and beauty services	2.0
Computer sciences	0.3	Finance, banking and insurance	1.9
Sports	0.1	Music and performing arts	1.7
Audiovisual arts and techniques and media production	0.8	Audiovisual arts and techniques and media production	1.5
Secretarial and office work	1.4	Secretarial and office work	1.5
Chemical products and technologies	1.6	Chemical products and technologies	1.4
Forestry	1.8	Forestry	1.3
Transport services	0.9	Transport services	1.3
Production technologies - wood, paper, plastics, and glass	1.9	Production technologies - wood, paper, plastics, and glass	1.2
Architecture, town planning, and geodesy	0.0	Architecture, town planning, and geodesy	0.9
Gardening (parks and gardens)	0.9	Gardening (parks and gardens)	0.9
	185	Veterinary	0.6

BG05M2OP001-4.001-0008 "Provision of information and publicity activities of the Operational Programme Science and Education for Smart Growth, evaluations and studies of Operational Programme Science and Education for Smart Growth and preparation for the next programming period" under priority axis 4 "Technical Assistance" of the Operational Programme Science and Education for Smart Growth"

Early school leaving data for secondary schools in the catering sector

The modernization of the education and training system continues while quality, labour market relevance and inclusiveness remain challenging. → Demographic trends and rising skill shortages suggest that Bulgaria needs to invest better in the skills of its current and future workforce. The need to upskill and reskill the adult population is high while participation in adult learning is low. → The status of the teaching profession is low and the teacher workforce is ageing. Salaries are being increased as a means to boost the attractiveness of the profession. → Steps have been taken to increase the labour market relevance of vocational education and training (VET).

The need to upskill and reskill the population is high. In Bulgaria, 17.4% of the working age population aged 25-64 (approx. 677 000 people) is low skilled. Although this percentage is slightly below the EU average (21.9%), it is particularly problematic given that it corresponds to twice the number of jobs available that require only an elementary level of skills (357 000). This clearly highlights the need for substantial up-skilling and re-skilling. However, only 2.5% of adults aged 25-64 in Bulgaria have had a learning experience during the preceding 4 weeks of the Labour Force Survey (EU average: 11.1%).

		Bulgaria		EU average	
		2009	2018	2009	2018
Education and training 2020 benchmarks					
Early leavers from education and training (age 18-24)		14.7%	12.7%	14.2%	10.6%
Tertiary educational attainment (age 30-34)		27.9%	33.7%	32.3%	40.7%
Early childhood education and care (from age 4 to starting age of compulsory primary education)		84.2%	83.9% ¹⁷	90.8%	95.4% ^{17,d}
Proportion of 15 year-olds underachieving in:	Reading	41.0%	41.5% ¹⁵	19.5%	19.7% ¹⁵
	Maths	47.1%	42.1% ¹⁵	22.3%	22.2% ¹⁵
	Science	38.8%	37.9% ¹⁵	17.7%	20.6% ¹⁵
Employment rate of recent graduates by educational attainment (age 20-34 having left education 1-3 years before reference year)		ISCED 3-8 (total)		78.3%	81.6%
Adult participation in learning (age 25-64)		ISCED 0-8 (total)		9.5%	11.1%
Learning mobility	Degree-mobile graduates (ISCED 5-8)	:	8.1% ¹⁷	:	3.6% ¹⁷
	Credit-mobile graduates (ISCED 5-8)	:	1.4% ¹⁷	:	8.0% ¹⁷

Data on school-work alternation

The OPSESG 'Support of the Dual Education System' (Dual VET Project) was launched in 2020. It aims to (a) promote and expand the scope of dual education, (b) improve competences of VET teachers and pedagogical skills of employers' representatives, (c) improve the labor market transition of VET graduates, and (d) improve student-school-parent-employer relationships. The Dual VET Project build on two recent other projects:

- The Swiss-supported 'DOMINO' project, which was implemented from 2015 to 2019, introduced dual VET in Bulgaria.
- The OPSESG Student Practices - Phase 1 (2016-2019) supported, among others, the creation of over 1,800 VET-business partnerships, which resulted in the admission of 3,800 students in dual VET classes. Efforts to strengthen and expand dual VET in Bulgaria were assessed through a review of available documents and consultations with representatives of the OPSESG EA and the MES. A key observation is that the design of the new Dual VET Project aims to build on and apply lessons learned from the previous programs.

The extent to which the design of the new project facilitates this, however, is not clear from available documents. The Grant Agreement of the Dual VET Project does note that program design aims to build on 'the accumulated positive experience and good practices' of the student practices and DOMINO projects. However, the Grant Agreement does not explicitly highlight which particular practices were taken on, which were strengthened, and which were discontinued. The final review report of the DOMINO project describes a range of strengths, lessons learned, and remaining challenges, which could serve as a sound basis for the design of the new project.

There is, however, no documentation that clarifies whether and how the lessons learned from previous programs were incorporated in the new project design. Moreover, some remaining challenges that were identified in the previous projects seem to remain unaddressed

In Bulgaria, the dual education system has been gaining momentum in recent years as the country aims to address skills mismatches and improve youth employment. The Bulgarian government, along with educational institutions and private companies, has been working to develop and promote dual education programs.

Some key aspects of dual education in Bulgaria include:

Legal framework: The Vocational Education and Training (VET) Act, adopted in 2014, provides the legal basis for dual education in Bulgaria. The Act was amended in 2016 and 2018 to further clarify and improve the conditions for dual education.

Educational institutions: Dual education programs are offered at vocational schools and training centers throughout the country. These programs cover various sectors, including mechatronics, electrical engineering, automotive, IT, and hospitality.

Partnerships with businesses: Companies play a vital role in dual education, offering practical training and apprenticeships to students. They collaborate with educational institutions to develop curricula and provide resources for training.

Financial incentives: The Bulgarian government has introduced incentives for both employers and students participating in dual education programs. Companies receive financial support for training costs, while students receive scholarships and other benefits.

Coordination: The National Agency for Vocational Education and Training (NAVET) oversees and coordinates the implementation of dual education in Bulgaria. It is responsible for developing and approving the curricula, monitoring the quality of education and training, and promoting cooperation between educational institutions and businesses.

Despite these efforts, there are still challenges that need to be addressed to further develop and improve the dual education system in Bulgaria. These include increasing awareness and understanding of the benefits of dual education among students, parents, and employers; improving the quality of training and education; and enhancing the attractiveness of vocational education as a viable career path.

CONCLUSION

2022 was a year of stabilization and return to normality compared to the emergency Covid for the catering sector in the project partner countries. Nonetheless, some structural trends accelerated from the pandemic, as smart-working and the delivery phenomenon will remain, even if resized and normalized.

In 2022 we saw the return of inflation and, with it, the recovery of tourism. These phenomena, although contrasting, have had a strong impact on the sector, with inflation which has reduced the spending capacity of consumers, but with tourism international market which, especially in large cities, has contributed to reinvigorating activity of the away-from-home food market.

With the new macroeconomic and geopolitical context, the phenomena in question have influenced the mix of channels chosen by consumers and the reference geography of the industry, affected by the consequences of these phenomena. The growing attention towards

sustainability issues has in turn changed purchasing and consumption habits, effectively becoming a necessary requirement to compete in the market. Sustainability is now an enabling factor to compete in the product arena large consumption. On the one hand, companies are committing themselves to higher standards in terms of environmental and social sustainability impact in their production processes such as minimum requirements to compete. On the other hand, consumers tend to be always more careful in choosing eco-friendly and green products.

The phenomenon of increased consumer attention to sustainability is partly due to a new corporate social responsibility, but it is also a consequence of raising awareness of the topic among a growing number of consumers. In fact, the pandemic has led many to pay greater attention to their health and well-being, so much so that almost half of European consumers declared they were concerned about their mental and physical health. In particular, from 2021 to 2022 it is recorded a notable increase in those who place improvement as a priority of one's health the intake of healthy food, going from 32% to 42%.

Overall, the study carried out here supports and confirms the importance of favoring the experimentation of a pedagogical approach that focuses on the centrality of student learning and active teaching. GLOBAL&LOCAL suggests partners to work on the following operational tracks:

- Metacognitive teaching: development of metacognitive skills in text comprehension, memory, problem solving, self-regulation and flexible use of effective study strategies;
- Constructivist teaching and heuristic lesson: cooperative learning techniques, Inquiry Based Learning and questions;
- Teaching focused on skills development: disciplinary content aimed at building skills (UDA and authentic evidence; case studies; systematic observations; cognitive autobiographies; Episodes of Situated Learning);
- Social-emotional education: teach subject content while building intelligence and emotional skills in students.

INCLUSIVE EDUCATIONAL STRATEGIES THAT WILL BE EXPERIENCED: Below is a non-exhaustive list of techniques and strategies useful for guaranteeing a conscious and responsible learning as well as a harmonious development of the pupils:

- cooperative learning or cooperative learning. Among inclusive teaching strategies and methodologies, cooperative learning is the easiest to implement. By studying together in small groups, pupils retain concepts better through interaction and develop qualities such as responsibility, positive interdependence and social skills;
- tutoring. Asking some pupils to become tutors of others is one of the support

methodologies which can favor new social contacts and interactive learning. Furthermore, it is also useful for the pupil who plays the role of tutor, both to memorize the concepts and for his greater responsibility and education in diversity;

- problem solving. Finding solutions to problems through already acquired knowledge arouses the interest of the pupils and increases their self-esteem and confidence in their own abilities;
- case study. It consists of a detailed description of a real problem that the pupils must identify and position, finding effective ways of approaching it;
- laboratory teaching. This method is based on the practical reproduction of a previously learned theoretical concept, which allows students to produce something through strategies already known or learned on the spot;
- flipped classroom. Technique that provides multimedia materials on a theme that students consult at home to be already prepared on the topic of the day;
- debate. Extremely effective methodology for developing linguistic, logical and behavioral skills useful for being part of active citizenship;
- trial of historical figures. Strategy similar to that of the debate, where, however, a trial is put in place against a historical figure. The method favors the logical understanding of events and the clear and concise expression of one's point of view supported by facts;
- role playing. A form of exercise where pupils play the role of actors for a limited time in front of a group of spectators. This method helps to better understand social dynamics and points of view different from one's own;
- 2 • reality tasks. Inclusive teaching strategy aimed at solving a similar problem situation in real life, which offers the opportunity to examine problems from different theoretical and practical perspectives, preparing pupils for social interactions outside the school, as well as offering the opportunity to collaborate reflecting on one's own behavior;
- use of technologies. The use of technologies, such as educational robotics or software, facilitate learning, help pupils to approach technical-scientific skills in an interactive way and bridge the digital divide.

• Experimentation of SERVICE LEARNING • Comparison of the results obtained and systemic and constant exchange between all the teachers involved through the TECHNOLOGICAL HUB • Final assessment of learning and self-assessment of learning (indicate the student's self-assessment tool...)

Glossary

Unemployed (or looking for work): include unemployed people between 15 and 74 years of age who:

- have carried out at least one active job search action in the four weeks preceding the reference week and are available to work (or start a self-employed business) by two o'clock subsequent weeks;
- or, they will start a job within three months of the reference week and would be available to work (or to start a self-employed business) within the following two weeks, if possible earlier
- the start of work.
- Early leavers from education and training - ELET: young people between 18 and 24 who have abandoned study and education with a maximum of a lower secondary qualification (in the International Classification on levels of education corresponds until 2013 to levels 0-3C short of ISCED1997 and from 2014 to levels 0-2 of ISCED2011).

Participation in continuing education: participation in education or training (formal or non-formal) in the four weeks preceding the survey. Source: ISTAT labor force survey.

Labor force: includes employed and unemployed people.

Potential workforce: inactive people (see definition) between 15 and 74 years old who have at least one of the following characteristics:

- have not looked for a job in the last four weeks, but are available to start a job within two weeks from the interview;
- have looked for a job in the last four weeks, but are not available to start a job within two weeks after the interview.

Inactive (or non-workforce): includes people who are not part of the labor force, i.e. those not classified as employed or unemployed.

Not in Education, Employment or Training, NEET: young people between 15 and 29 who do not work and do not attend any education or training course.

Employed: include people between 15 and 89 years of age who in the reference week:

- have carried out at least one hour of work for remuneration or profit, including non-family workers paid;
- they are temporarily absent from work because they are on holiday, with flexible hours (vertical part time, recovery hours, etc.), on sick leave, on compulsory maternity/paternity leave, on professional training paid by the employer Work;

- are on parental leave and receive and/or are entitled to work-related income or benefits,
- regardless of the duration of the absence;
- they are absent as seasonal workers but continue to regularly carry out duties and tasks necessary for the continuation of the activity (the fulfillment of legal obligations must be excluded from these duties and tasks or administrative);
- are temporarily absent for other reasons and the expected duration of the absence is equal to or less than three months.

Geographical divisions: North: Piedmont, Valle d'Aosta-Vallée d'Aoste, Lombardy, Liguria, Trentino-Alto Adige, Veneto, Friuli-Venezia Giulia, Emilia-Romagna. Centre: Tuscany, Umbria, Marche, Lazio. South: Abruzzo, Molise, Campania, Puglia, Basilicata, Calabria, Sicily, Sardinia.

Employment rate: percentage ratio between employed people of a given age group and the population total resident of that specific age group.

Unemployment rate: percentage ratio between the unemployed of a specific age group and the whole of employed and unemployed (whose sum constitutes the labor force) of the same age group.

Inactivity rate: percentage ratio of people not belonging to the labor force in a given period age class and the total resident population of that specific age class.

Non-participation rate: percentage ratio between people looking for work plus those who are immediately inactive available to work (part of the potential workforce) and the corresponding workforce plus those immediately inactive available to work.

Lower secondary school qualification: includes educational qualifications up to lower secondary school (secondary school diploma). Also included in this group are those who have a diploma of lower secondary school, have obtained a first level regional professional qualification with duration less than two years.

Upper secondary education qualification: includes upper secondary and non-post-secondary education qualifications tertiary. For the Italian education system they are the following (some no longer fully operational): qualification diploma 2-3 years of upper secondary school vocational education, high school diploma/secondary education diploma higher (second degree) which allows enrollment at the University;