

Truck driver students who start their training should be able to successfully complete their training. Still, we notice a quite high early leavers among students, mainly among the applicant partner.

In Sweden, the truck driver course is apparently very popular: almost no early leavers and many girls in the course.

In Finland, students are re-oriented more quickly.

In France, early leaverst rates remain relatively low, with differences mainly related to the origin and gender of pupils and the location of the school.

Adolescents without starting qualifications struggle in the labour market and are at greater risk of social exclusion. People without a basic qualification also have higher healthcare costs.

This project seeks to address these challenges by including and actively supporting at-risk youth, promoting their integration into education and society, and encouraging diversity within vocational training.

Early school leaving and failure in education are key contributors to these issues, often resulting in reduced opportunities and increased social challenges for young people.

'SWiPE' emphasises the importance of sustained physical and mental health and overall well-being, recognising that a supportive and healthy environment is crucial for students to thrive and successfully complete their education.

'SWiPE' aims to reduce the early leavers rate among apprentice truck drivers and, in doing so, make other vocational training much more attractive for adolescents by addressing their specific needs, enhancing teaching methods and aids and promoting the value of vocational education as a rewarding and viable career pathway.

The project also aims to foster stronger international relations and development cooperation among the partners.

By sharing good practices, engaging in cross-border collaboration and promoting intercultural understanding 'SWiPE' contributes to the broader goal of strengthening educational networks across Europe.

These aims will be achieved in '5' work packages:

- 1/** 'Early leavers reduction strategies'
- 2/** 'Promoting diversity and inclusion'
- 3/** 'Innovative approaches in teaching and learning practices'
- 4/** 'Support for possible early school leavers'
- 5/** 'Evaluation and sustainability'