

Poster exhibition

**Tuesday 16 May 2017
from 14.30 to 15.30**



CEDEFOP

European Centre for the Development
of Vocational Training

Action areas: Identify and Intervene

Working group 1

Identifying and supporting learners at risk of early leaving

Thematic focus

Monitoring and identification



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European Centre for the Development
of Vocational Training

CroCooS

Cross-sectoral cooperation-focused solutions for preventing early school leaving

This project has been funded with support from the European Commission. This poster reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

KEY CHARACTERISTICS

The **CroCooS** project is implemented in international cooperation under the framework of the EC-funded LLP programme, key action 3 – policy experimentation projects.

Partners:



Associate partners:



Duration of the project:
1 May 2014 - 30 April 2017

Total budget of the project: 1 062 000 EUR

Main elements of the policy experimentation project:

- international research activities
- early warning system at institutional level
- pilot programmes in schools
- evaluation (RCT method)
- policy recommendations

DRIVERS & OBJECTIVES

CroCooS – Prevent dropout! project identified elements of a comprehensive **institutional early warning system (EWS)** and tested its applicability in national context. The pilot schools were supported by mentors in building EWS teams, monitoring distress signals, protocols of intervention at school level, using personal development plans and cross-sectoral cooperation.

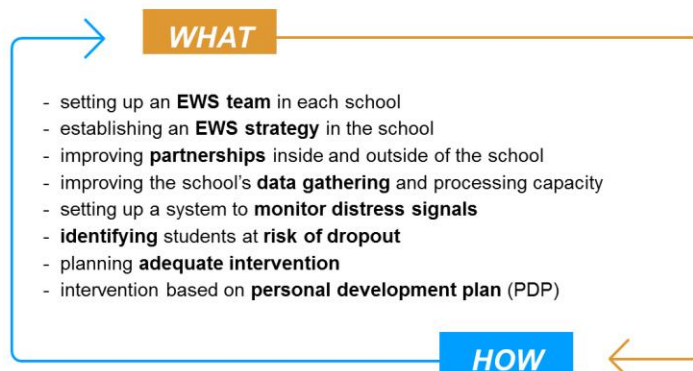
INNOVATIVENESS AND SUCCESS FACTORS

Principles of changing model



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Creating and implementing an early warning system (EWS) at institutional level



Providing support materials



Competency development in pilot schools and national teams

- regular EWS team **mentoring** on site
- supporting school teams to learn from one another (PLAs)
- supporting national teams to learn from one another



TACKLING EARLY LEAVING

ESL prevention should be an overall educational priority and all partners should be mobilised

- students at risk should be offered a rich and motivating supply of **alternative study routes** (in other schools if necessary)
- **providing concentrated services** like mental rehabilitation, career guidance and crisis management is as important as school development
- **financial incentives** are important for schools to mobilise their own resources
- providing easily accessible funding for **tailor-made afternoon programmes** to motivate students creates space for action in schools
- the **commitment of school directors** is the most decisive factor, all intervention should begin there
- digital and **accessible data** about concerned students save time for teachers to focus on students at risk
- **sharing of good practices** can save time for teachers to focus on students at risk



ESLplus project

European ESL-platform and support services for reducing early leaving from education and training

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KEY CHARACTERISTICS

The **ESLplus project** is implemented in international cooperation under the framework of the EC-funded Erasmus+ Programme, key action 3: support for policy reform.

Partners:



Duration of the project: 1 January 2016 - 30 June 2018

Total budget of the project: 666 169 EUR

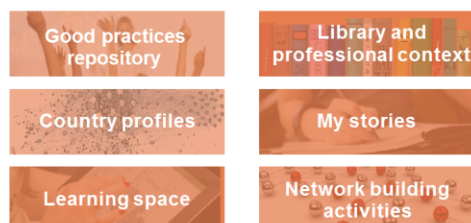
The ESL portal's main target groups are:

- practitioners
 - teachers
 - school leaders
 - administration staff
- Policy-makers

DRIVERS & OBJECTIVES

- Enhancing equity in education and reducing early leaving from education and training
- Practical help for practitioners
- Interactive international learning space

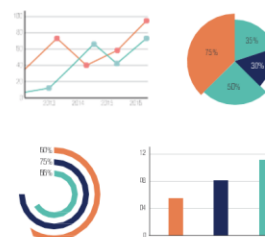
INNOVATIVENESS AND SUCCESS FACTORS



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Cloud-based policy-learning game



Country profiles
(interactive data visualisation for policy-makers)



Network building



and implement good practices

Good practice repository

TACKLING EARLY LEAVING

Good practice repository (high-quality good practices for frontline practitioners in standardised form)

Personal invitation to good practice holders, sharers, pioneers

Practical solutions
Tag system



Learning space for individual learners and community of practices.

Network building activities focuses on inviting experts, institutions and professionals concerned (at policy and practical levels) to found a Europe-wide network.

The project is funded by the European Commission



**PREVENT DROPOUT
KEEPING ALL ABOARD**





Tackle dropout and youth unemployment



CLEAR TARGETS

- ❑ Prevention of early school leaving
- ❑ Reducing youth unemployment
- ❑ Reducing social and economic exclusion
- ❑ Reducing benefit payments/costs

COMBINED APPROACH – FOCUS ON:
Work + Education + Housing + Coaching

TARGET GROUPS:

- *at risk* of dropping out (school/work)
- *already* dropped out
- multiple problems: vulnerable/social/financial/youth care
- far from entering the labour market

- Programme: 9-12 months
- Implementation: local/regional/national

WHAT WE DO

LOCAL JOINT VENTURES

- * employers
- * educational institutions
- * youth support
- * housing associations
- * local municipalities



INNOVATIVENESS AND SUCCESS

- determine dropping out and access to work
- new way of sustainable collaboration
- investments by public and private partners
- innovative integrated approach; no silos
- basic necessity: housing and living
- EU: Best practice the Netherlands - RESL

TACKLING EARLY LEAVING

- approximately 90% of participants do not drop out
- * follow a higher-level course or enter employment
- obtain a qualification (projects: Social cost/benefit analysis)



PACA: VET portal

Prevention of school dropout and promotion of pedagogical achievement

KEY CHARACTERISTICS

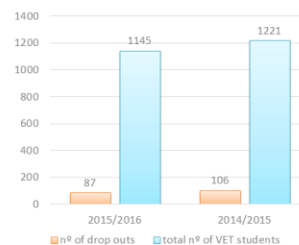
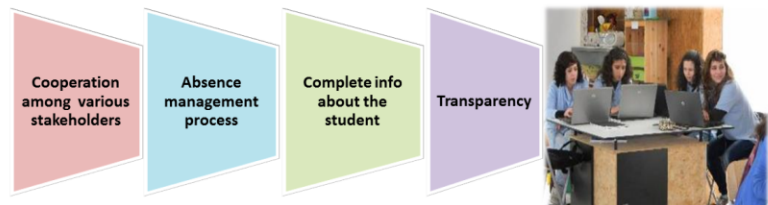
- **Main goal:** to stimulate pedagogical success and prevention of school dropout
- **Target group:** young people between 13 and 22 years old. Disadvantaged students with a history of academic failure (at least two retentions), demotivated, from unstructured families struggling to impose authority or from poor socioeconomic backgrounds
- **Applicable to all school processes:**
 - Welcoming the students
 - The integration process at school (transportation of students; free meals)
 - Staff: teachers, class guidance teacher/tutor, four psychologists, course coordinator, two educational assistants, special education staff
 - School uniform/outfit
 - Attendance
 - Academic achievement
 - Annual activities plan
 - Internal rules and regulations

DRIVERS & OBJECTIVES

It aims at enhancing educative success and reducing the number of dropouts from school.

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Milestones of initiative



40% and 50% of the dropouts, respectively, were due to moving to another residential area

TACKLING EARLY LEAVING

'This portal is a tool of excellence... This daily updated platform allows real-time and remote access to visualise and/or obtain essential key indicators for the early detection of such sensitive issues as dropout.'

Mário Miguel Madalena
Coordinator of the Support, Psychology and Guidance Services

'The portal plays an important role in fighting early school leaving. It allows parents to be informed in real time that their children are skipping classes so that they can keep track and check the reasons of their absence. It also allows for immediate registering of all types of information and occurrences through the 'student step-by-step' digital folder (containing personal information, absences, grades, behavioural problems, drugs, etc.)...'

Luis Reis
Special education teacher and responsible for the rehabilitation of absences

'Student step-by-step'



 = translation of some functionalities of the Portal

INNOVATIVENESS AND SUCCESS FACTORS

Digital platform that brings together all actors involved in the education and training process: teacher(s); class guidance teacher/tutor; pedagogical secretariat; administrative support, psychology and guidance services; support and professional insertion services; parents/educators; students, companies, etc.

- Collaboration among the different stakeholders
- Accessible to all the agents involved (through attribution of a password)
- Possibility to achieve 100% attendance
- Registration of absences – absence and competence: in the former the student is actually absent; the latter is based on an innovative model where the absence is due to a 'lack of a certain competence': disciplinary, behavioural, etc.
- Replacement or rehabilitation of absences model (absence in the first case; competence in the second)
- The student 'step-by-step' (it gathers all the information about each student and allows issuing/printing reports)
- Model of integrating students in activities and projects
- Collaborative and project management working model
- Role and involvement of parents and guardians/educators
- External stakeholders and entities role (police forces; food bank; social security; health centres; psychiatry and mental health departments; child and youth protective services; social reinsertion services; juvenile court, etc.)





Recognise, Remedy, Re-engage

Réseau européen de prévention du décrochage scolaire

KEY CHARACTERISTICS

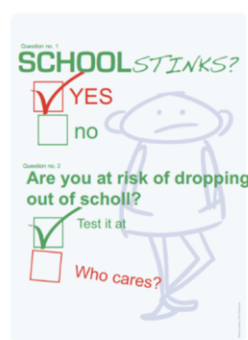
- Erasmus + project coordinated by EPMC, Ecole Privée Marie-Consolatrice in Luxembourg
- **Duration:** from 2013 to 2015
- **Three objectives:**
 1. Recognise to prevent dropout
 2. Remedy to repair the relationship between the school and the potential incidence of dropping out
 3. Re-engage students by providing them with appropriate support
- **Two target groups:** the learner and the teacher
- **Levels of implementation:** regional and local in France, Belgium, Greece, Romania, Finland and Luxembourg

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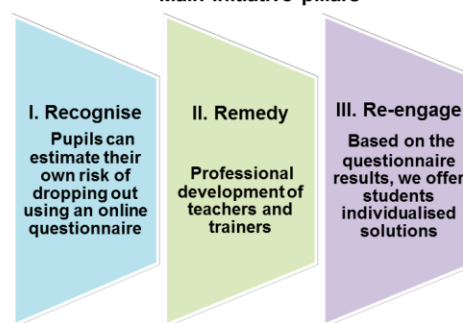
Student testimonials

Students talk about their experiences: how after dropping out, they returned to school. We invite you to meet them here:

<https://findfixuphold.wordpress.com>



Main initiative pillars



Recognise-Remedy-Re-engage
The second Erasmus project is under way.
It focuses on three new pedagogical practices!

DRIVERS & OBJECTIVES

Our purpose is to prevent early leaving from education and training in Europe.

Our goal is to develop tools accessible to all, based on the best models experienced by our partners.

Our ambition is to give learners and teachers a chance to revive the fragile relationship between them.

INNOVATIVENESS AND SUCCESS FACTORS

New tools developed online:

- An free online questionnaire for all European students. It is translated into eight languages: French, English, German, Dutch, Greek, Finnish, Romanian and Luxembourgish.
- A catalogue for teachers with teaching practices, training, and compilations of educational experiences illustrated in different formats, such as a short video, a monograph and tools used.

TACKLING EARLY LEAVING

At the end of the project, teachers are able to transform their traditional lessons by drawing on several effective methods offered by the project, and adapt their classes to the abilities of their students.

The two tools have been implemented in all partner VET schools in France, Belgium, Greece, Romania, Finland and Luxembourg.

In Iasi, Romania, thanks to this project, teachers learned how to keep foreign students in the class.

A second generation of Erasmus projects were born from this first one. The aim of those projects is to **prevent students from dropping out**.

In Finland, the project 'DIG IT' brings together students and teachers from Finland, Greece, Italy, Portugal and Romania. It works around digital storytelling. Check out their poster!

In Luxembourg, a second project based on the first one, also named Recognize, Remedy and Re-engage, involves schools from Malta, Latvia, Belgium, and Spain aiming to develop new collaborative learning scenarios with teachers. It is coordinated by the LIST, Luxembourg Institute of Sciences and Technology.



Action areas: Identify and Intervene

Working group 1

Identifying and supporting learners at risk of early leaving

Thematic focus

Mentoring and coaching measures and
other institutional level practises



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Youth coaching project Antwerp Belgium

KEY CHARACTERISTICS

- The coaching project is coordinated by the Flemish Department of Education.
- For the City of Antwerp Education Policy (AEP), the network coach supervises the project and supports the youth coaches' mentors in the Antwerp school.
- **Job trial:** a contract for one, two or three years + training to get a certificate or diploma
- **Target group:** Young people aged 18 to 26 with no certificate
- Working in schools: +/- 60 youth coaches in 50 schools in Antwerp
- Working at AEP: 10 youth coaches working as traffic safety coaches (VeVe's en School Spotters)
- **Financial support:** 50% Flemish Department of Education and 50% Work and Social Economy Department

DRIVERS & OBJECTIVES

- To provide a good working experience for early leavers, while influencing other young people at school to complete their training
- To re-engage early leavers in education and training, so that they have a certificate or diploma at the end of their contract

INNOVATIVENESS AND SUCCESS FACTORS

Intensive motivational coaching:

Rebuilding self-esteem

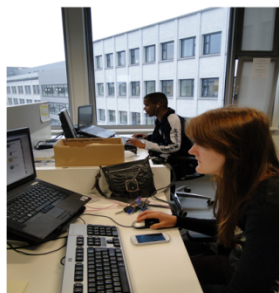
Guidance in choosing the appropriate adult education, identifying their talents and being motivated by success

A growth in social skills and job training experience

Financial autonomy: a stable income and financial support with school fees

A job coach: trains the participants for job interviews, facilitates access to regular work by supporting them in applying for jobs in public service in the City of Antwerp

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8 out of 10

got a diploma or certificate

5 out of 10

have a job in social work



TACKLING EARLY LEAVING

Re-engaged early leavers in education and training:

- The measure positively influenced the completion of education of +/- 75% of the youth coaches working at AEP and +/- 50% for youth coaches in schools
- The measure positively influenced the youth coaches in finding a regular job after getting a certificate or diploma

Reducing early leaving from education and training:

- The measure positively influenced the continuation/completion of education in secondary schools, due to the motivation and the role model function of youth coaches in Antwerp schools
- Early identification of young people at risk, reducing truancy

Quotes from youth coaches participating in the project:

'Seems like yesterday that I started on this journey. I never knew I would be capable of doing this.'

'I was afraid of failing all my life. I didn't know I could get so strong and tell others to have faith in themselves.'





Stark durch die Ausbildung

VerA initiative

Senior experts supporting apprentices



Introducing VerA

VerA was initiated at the end of 2008 by the Senior Experten Service (SES), the leading German volunteer organisation for retired specialists and management staff. Since then, the SES has been supporting young people undertaking vocational training – especially those facing problems.

VerA was funded by the German Federal Ministry of Education and Research (BMBF) and forms part of the German national *Education chains* initiative. This initiative brings together federal government/State vocational orientation and school-to-work transition programmes to ensure that more young people successfully complete their apprenticeship.

The idea behind the project

VerA is led by the SES, which coordinates the initiative in cooperation with regional coordinators and chambers. VerA brings those at risk of leaving their vocational training early (mentees) into contact with senior experts (mentors) for one-to-one coaching.

Mentors bring a wealth of work and life experience to coaching. They are able to provide necessary guidance and act as confidants working together with trainees to identify solutions and possible ways forward.

Coaching focuses on learning and on issues trainees may be facing during the apprenticeship, such as:

- personal problems;
- disputes with colleagues/bosses;
- reflection on their choices;
- preparation for exams.

The tandems last from a few months up to several years throughout the apprenticeship, depending on the needs of the mentees.

Testimonials



VerA has helped me to pass my examinations and complete my training successfully. You can too!

We trust each other. Now I feel able to address my personal problems.

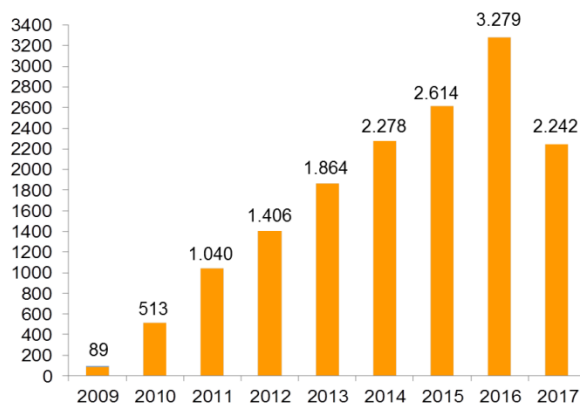


A raving success

VerA ensures that carefully tailored support provision is in place during the period of vocational training. The voluntary training mentors enjoy working with young people and passing on their life and work experience in such a useful way. For their part, trainees benefit from the professional and personal skills senior experts share.

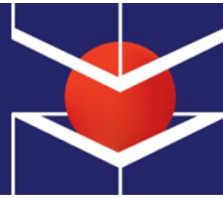
Since 2009, more than 8 000 tandems have been matched. Over 80% of them were reported a success!

VerA tandems



February 28, 2017





ACTVISE

Forum theatre and value exercises Rehearsal for life



KEY CHARACTERISTICS

A Leonardo project – Lifelong learning
programme 2010-12

Partners: VIFIN and UU Vejle in Denmark,
LBHF in UK, HUMAK in Finland

Primary target group: professionals working with
young people, such as career counsellors,
mentors, teachers and youth workers.

Secondary target group: young people aged 14+

The aim is to strengthen the competencies of
professionals guiding young people on vocation,
education and their future.

The project – or parts of it – is implemented both
locally and nationally:

- as part of the guidance counsellors' toolkit
- as part of other projects

DRIVERS & OBJECTIVES

The aim of the project is to encourage young
people to take a stand and voice their opinion
in a safe environment, and to start a process
of reflection. The project attempts to focus on
different aspects of meaningful learning –
addressing both the individual and social
aspects.

INNOVATIVENESS AND SUCCESS FACTORS

Actvise is a transfer project from the 'Act and
change – Minerva project'. It uses well-proven
methods of forum theatre and value exercises
and then includes digital media as ongoing
'reflection – technologies' which young people
are familiar with.

The partners developed an interactive online
handbook for practitioners and professionals
Content:

- About the method
- Learning the method
- How to use the method

<http://handbook.actvise.eu/>

IDENTITY

Actvise – The process



Pre-activities

Collecting dilemmas through
snaplogs, videos, texting

Forum play event

Warm-up exercises
Value exercises
Forum play performance /
Acting the dilemmas
Evaluation



Post-activities

Post-reflection by processing
photos and videos
Coming up with new solutions

TACKLING EARLY LEAVING

Through the project's methods and activities young people are
assisted in being more reflective on their actions, choices and
plans for the future, and thereby open to new and different
opportunities.

The method also gives young people with challenges in self-
expression alternative ways of voicing their opinions.

*'It has been a very positive experience to follow the big changes in
students' way of thinking and reacting on a daily basis. It seems that
when they found out that their classmates were dealing with very similar
problems to their own, the cultural barriers went down. They are more
open-minded.'*

*Some liked the digital part most. They were familiar with the media, so
they were confident about the new way of working with them. They had
time for reflection on the dilemmas, and they worked with commitment
to engage with the topics.'*

Sine Bjerre Martinussen, guidance counsellor





SOS network

Social inclusion of learners with special education needs in VET and the labour market

KEY CHARACTERISTICS

The SOS network addresses professionals in vocational education and training, in job centres and on the labour market, who work with young people in risk of becoming early leavers from education and training or NEETs (not in employment, education or training).

- Database with interesting stories from different learning environments and easy-to-use methods and tools
- Focusing on young learners with different types of disadvantages (mental, social, cultural, economic)
- Applying a positive approach – focusing on strengths and competences more than on problems

DRIVERS & OBJECTIVES

The SOS network aims at reducing early leaving from education and training by applying a different focus on problems and their solutions.

We are talking about **pushouts** instead of dropouts.

By focusing on young people's **competences and strengths**, we may find real solutions to their difficulties.

INNOVATIVENESS AND SUCCESS FACTORS

The SOS network has collected **interesting stories** from training and learning environments in 12 different European countries. They have been used for identifying **methods and tools**, all accessible through their platform.

All identified methods and tools have been **tested in new and different environments** and rated according to applicability and transferability.

IDENTITY



Main pillars of the SOS network



Interesting
stories on
preventing
pushouts/
dropouts

Proven
methods
and
approaches

Online
portal with
access to
vast
material on
dealing with
ELET and
NEET

Focus on
competences
and strengths

<http://www.sosnetwork.eu/>

TACKLING EARLY LEAVING

The methods promoted at the SOS network portal have been applied in different learning environments across Europe. In Denmark, one of the methods applied ('The President's Award') gave two young students higher self-esteem and a belief in themselves, which helped them finish their vocational education.

Testimonials from students and teachers:

- 'Now I know that I REALLY can.'

Young person with special needs after a work placement abroad

- 'Working with this method, I wasn't bored.'

Young student from Poland

- 'Using this method as a teacher, I can get information on the understanding of the subject: how my students have understood the teaching content and what their difficulties are.'

Teacher, after experiencing the logbook as a tool

'The student has got confidence and his self-esteem has been improved. He trusts his abilities more than earlier.'

Teacher, after applying the individual educational plan method





COACH²

Developing a school-based policy for tackling truancy

KEY CHARACTERISTICS

'Working with students: individually and in small groups' & 'the development of a reality-based plan in each school'

- Main goal: positive school career
- Main target: for each student
- All stakeholders in the policy-developing process have a specific responsibility in the two-year process
- Each school has its own reality and therefore its own plan
- Bringing together the experiences and needs of each school: schools can strengthen one another
- Importance of involvement of local government
- Funding body: local government
- Now: local implementation; in future: regional implementation

DRIVERS & OBJECTIVES

Reducing truancy in all (including VET) schools in order to safeguard a positive school career for each individual pupil

Developing a school-based policy that tackles truancy on a permanent basis

Reinforcing the status of wellbeing in the school policy

INNOVATIVENESS AND SUCCESS FACTORS

Linking objective and subjective analysis

'Prevention pyramid' as a tool for reinforcing the status of wellbeing in school policies

Concretising the idea 'school is a community' in a specific plan

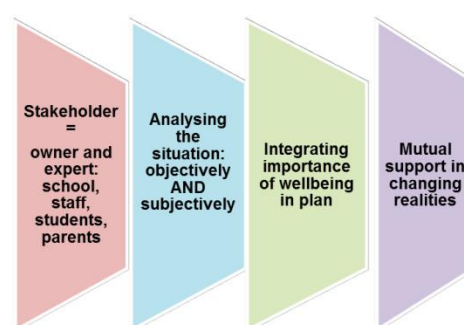
Linking a specific project with research at college level

Supporting the truant as well as his/her network

IDENTITY



Main pillars of initiative



Coach² = strengthening truants AND developing a reality-based school policy for tackling truancy and raise wellbeing for all stakeholders

TACKLING EARLY LEAVING

There is a follow-up of the data at college level. Results will be published next year.

In the schools that entered the project more than three years ago, we see a drop in truancy numbers. In most schools, we also see a rise of the staff involvement.

At individual level, a positive school career was safeguarded for over 60% of the pupils. Almost all parents tell us they know what to do now.

In the first part of the long-term evaluation, it was indicated that truants who participated in Coach² also had a more positive career after school (stable jobs, stable household, etc.).





QuABB

Programme of qualified supervision in vocational schools and companies

KEY CHARACTERISTICS

QuABB aims to avoid early leaving from vocational education and training. Some 57 qualified supervisors support trainees by coaching and mentoring them, cooperate with local partners, and implement a joint early warning system. QuABB:

- is implemented in all Hessian administrative districts
- is coordinated by the Institute for Vocational Education, Labour Market and Social Policy. Qualified supervision is realised by regional partners
- is available to company trainers as well as trainees in all professions of apprenticeship in Hesse
- exists since 2009 and is funded until 2020 by the Hessian State government and the European Union (European Social Fund)

DRIVERS & OBJECTIVES

- Individual **coaching and mentoring** in conflictual and problematic situations during the apprenticeship for trainees and trainers
- Implementing an **early warning system** by means of indicators and tools that help to tackle problems at an early stage
- **Cooperation** of all stakeholders at local level

INNOVATIVENESS AND SUCCESS FACTORS

	Highly qualified professionals
	Easy access / proximity
	Networking
	Mutual respect
	Involvement of various stakeholders
	Willingness to cooperate

IDENTITY

Close collaboration of the four main stakeholders should take place across different areas and focus on the apprentice. They each play a distinct part in cross-sector cooperation.

QuABB counsellor

...provides professional support, cause analysis of motive (anamnesis) and focus on a lasting stabilisation

Teacher of VET school

...has an educational mission to prevent early leaving (early warning system): first contact of the apprentice

In-company trainer

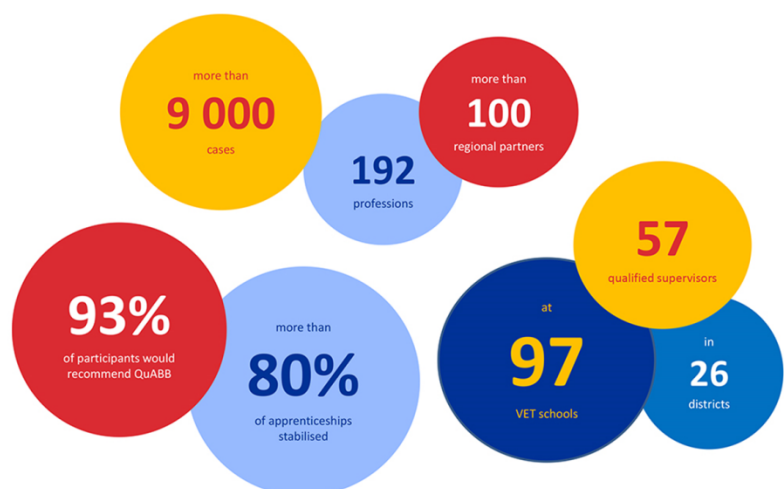
... is a VET contract partner. Trainer and trainee are responsible for the completion of the apprenticeship

Training advisor at the Chambers

...has the legal mission to observe the in-company training and provides the connection to the companies

TACKLING EARLY LEAVING

Selected facts and figures



Gefördert aus Mitteln des Landes Hessen und der Europäischen Union - Europäischer Sozialfonds



Hessisches Ministerium für
Wirtschaft, Energie, Verkehr
und Landesentwicklung
Hessisches Kultusministerium



Europäische Union
Europäischer Sozialfonds

Qualifizierungsoffensive
des Bundesministeriums für
Bildung und Forschung





DIG IT: digital storytelling meets the world of work

Cooperation for innovation and exchange of good practices

KEY CHARACTERISTICS

A two-year Erasmus+ KA2 project focused on:

- early school leaving
- combating failure in education
- ICT – new technologies/digital competences/new innovative educational methods

Managed – coordinated by:

- Finnish National Agency for Education (FI)
- North Karelia Municipal Education and Training Consortium

Participating organisations

- 5th Vocational Evening School of Thessaloniki, (GR)
- Colegiul Tehnic de Electronica si Telecomunicatii 'Gheorghe Marzescu' Iasi, (RO)
- Instituto D'istruzione Secondaria superiore M. Pagano, Campobasso, (IT)
- Agrupamento de Escolas de Mangualde, (Teacher Training Center EduFor), (PT)

Target groups – beneficiaries

- Students at risk of early school leaving. Project continues on the footsteps of the Repérer-Réparer-Raccrocher Project, which was aimed at preventing dropout (Comenius, 2013-15).
- Educators, educational institutions, labour market

Implemented at European level

DRIVERS & OBJECTIVES

- Enhances social dialogue and partnership between education and employment
- Shifts the traditional role of the teacher, turning teaching into coaching
- Places learning procedure in the hands of students
- Enhances digital integration in learning, teaching and training

INNOVATIVENESS AND SUCCESS FACTORS

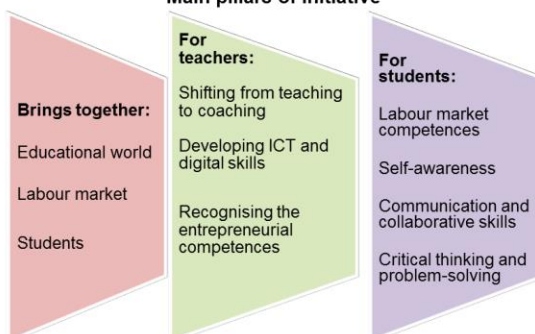
- Leadership and digital storytelling go hand in hand
- Digital storytelling is a creative means of assessment
- Digital storytelling gives students a voice

IDENTITY

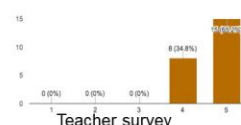
Storytelling is an integral part of many fields of study and can be applied in marketing, entertainment, education and used as a tool for empowerment. Storytelling is researched in strategy, organisational studies, marketing, as well as arts and design.



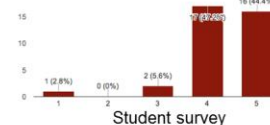
Main pillars of initiative



Do you feel your students were empowered and their motivation to study was enhanced due to this workshop experience? (23 responses)



Will you be able to use later in your life what you learned in this workshop? (36 responses)



TACKLING EARLY LEAVING

- Boosts students' motivation, engagement and enthusiasm
- Encourages student-driven knowledge, creation, collaboration and networking
- Creates individuals that take action, are resourceful and welcome change

None of the students participating in DIG IT has dropped out of school

'Digital storytelling workshops have been opportunities, for our students, to increase their knowledge, language, ICT and social skills, and broaden their horizons about the labour market.' (teacher)

'It made me realise the needs and skills required for the current job market, and also how it is to work in a new environment abroad.' (student, Greece)

'I saw real people in their work places and in a different culture and through digital storytelling I had the freedom to learn in my way.' (student, Romania)

'I just want to say that this week helped me deal with something in my life, because the spirit and happiness that people transmit through this process to one another, is so beautiful, and I just want to say thank you!' (student, Portugal)

'This is the best experience of my life, because I met great people, I understood everything in a short time and I practised my English.' (student, Italy)



SUCCESS

A reinforcement programme in Barcelona to reduce ELET

KEY CHARACTERISTICS

- CEB (Barcelona Educational Consortium) is the body responsible for the programme Èxit (in Catalan) implemented at a local level
- The main goal of **SUCCESS**:
- To reduce ELET by organising flexible sandwich learning, reinforcement tuition revision after the school timetable and during summer vacation with groups of students under serious risk of not getting the ESO grade (Upper secondary education). The tutors are elder friends (University students who get a grant to help a small group of younger students)
- **Key target group**: primary and secondary education students with problems in following the group class academic pace
- **Time span**: Sept 2016- Aug 2017
- **Funding body**: the CEB and the municipality

DRIVERS & OBJECTIVES

- To reduce inequalities and ELET
- To enhance academic results and expectations
- To fight against school failure

INNOVATIVENESS AND SUCCESS FACTORS

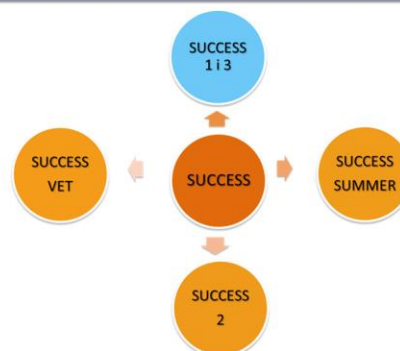
For the younger students:

- Improve basic competences
- Emotional learners' enhanced improvement
- Updated knowledge helps class understanding and progression
- Offers equal opportunities to every student regardless of their social background, promoting equity

For the elder friends:

- Benefit from professional tuition experience which is certified
- Getting a grant to help with their studies

IDENTITY



➤ **'SUCCESS 1'**: From 10 to 13 years old
5th & 6th courses of primary schools
1st & 2nd courses of secondary education schools

➤ **'SUCCESS 3'**: From 14 to 16 years old
3rd & 4th courses of secondary education schools

- 43 state high-schools
- 105 State primary schools
- 1 860 students
- Two afternoons a week / (1h 30min per session)
- Groups of 10 students / (10 to 16 years old)

➤ **'SUCCESS SUMMER'**
50 State secondary schools and 14 semi-private schools
2 259 students from secondary schools

➤ **'SUCCESS 2'**

- Workshops for students of curricular diversification
- Groups from 14 to 16 years old
- 2016: 965 students (54% of State secondary schools)

➤ **'SUCCESS VET'**: Similar to SUCCESS 1 & 3 in VET (to be implemented)



TACKLING EARLY LEAVING

This initiative, together with other initiatives implemented by the CEB for secondary students with a high risk of leaving education and training without the grade of ESO, has had a positive impact on reducing early leaving from education and training.

Other initiatives implemented by the CEB:

- the offer of different second opportunity programmes:
 - PFI (Occupation and training programme)
 - IFE (VET programmes for students with limited or moderated intellectual capabilities) (to be implemented)
 - other basic VET programmes

• The ELET rate in Barcelona (10.3%) is much lower than the rate in Cataluña (22.1%) and that in Spain (21.9%)

Data: Eurostat 2014.

For Barcelona: Enquesta Serveis Municipals 2014 (Municipal services survey 2014).





NEW-D

New didactical models for initial VET training of young disadvantaged persons to reduce dropout

KEY CHARACTERISTICS

Jointly funded with the ERASMUS+ programme of the European Commission, NEW-D was implemented during 2014 and 2016.

The project consortium, headed by Jugend am Werk Steiermark (AT), included eight partner organisations from AT, DE, DK, IE, IT, SI, and TK.

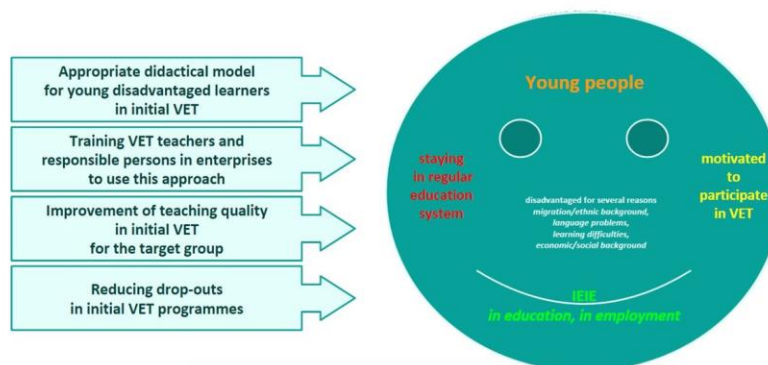
Target group: VET teachers, trainers and tutors in schools, training centres and enterprises dealing with young disadvantaged learners

Beneficiaries: disadvantaged people with a difficult background

IDENTITY

From NEETs to IEIEs

To give young people who are not in education, employment or training the possibility to stay on or find their way back to education and training pathways and, finally, be integrated in a sustainable employment environment.



DRIVERS & OBJECTIVES

Aiming to reduce dropouts in the European VET systems, the project pursued the following objectives:

- a better understanding of the needs and life realities of disadvantaged young learners
- a new didactical model
- easy-to-use guidelines for VET teachers, trainers and tutors
- piloting a training programme for VET teachers, trainers and tutors

INNOVATIVENESS AND SUCCESS FACTORS

Based on the requirements of the young disadvantaged learners themselves, the...

- NEW-D programme considers both the needs of the young learners as well as the latest learning-theoretical approaches
- NEW-D guidelines offer hassle-free instant instructions and tools for VET teachers, trainers and tutors
- NEW-D curriculum offers a much sought-after additional qualification possibility for VET teachers, trainers and tutors

TACKLING EARLY LEAVING

The NEW-D pilot training for VET teachers, trainers and tutors, which was carried out with a total of 78 participants in six partner countries, was followed by an extensive evaluation activity. The evaluation results showed overall satisfaction levels with the training programme of between 80% and 90% in both ex-post evaluation activities.

The participants' feedback suggests the necessity for, and positive effect of, the NEW-D programme, and, even if there are no statistical figures to prove the success, it indicates that projects like NEW-D point in the right direction. Here are some excerpts:

'I have the impression that young people, through the use of various content from the course, can receive positive impulses. They can be empowered to develop their own goals, to deal with failure in a better way and to better accept help and support.'

'My students seemed more engaged in the learning process, they showed more interaction and seemed to enjoy some of the exercises.'

'My students were more positive.'

'The new tools made me more relaxed, and I was able to react in a new way in various situations. Therefore, I was also able to see changes in the participants; they became more relaxed and more self-responsible.'



STAY IN

Dropout recognition and prevention training programme for VET staff with special focus on dual VET systems

KEY CHARACTERISTICS

- Started in November 2013
- A two-year-long project, funded by Leonardo da Vinci – TOI under Lifelong learning programme
- With activities planned throughout eight different European countries: AT, BG, DE, EL, IT, NL, PT, TR

Main aim: the provision of better support to teachers and trainers in the initial vocational education training sector (both school-based VET systems and especially dual VET systems in the participating countries and beyond.

DRIVERS & OBJECTIVES

An innovative training programme for VET teachers in school-based VET systems and VET/apprenticeship trainers in companies to:

- identify potential risk factors for dropout, and;
- obtain strategies and instruments to prevent dropout.

INNOVATIVENESS AND SUCCESS FACTORS

Elaborated training programmes widely tested during the project to support VET teachers and trainers facing challenges of school dropouts.

The training programme is:

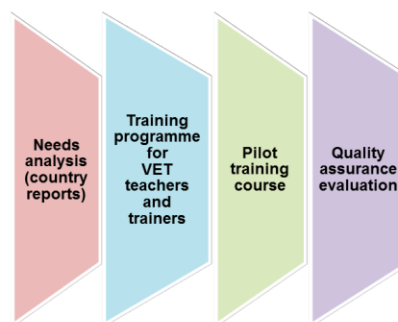
- compact and easy to apply;
- relevant for both school and dual VET training systems and teachers;
- innovative on a methodological level;
- teacher and trainer competence-oriented.

IDENTITY

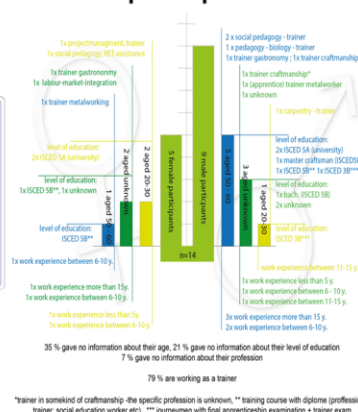


In Austria, the pilot phase was launched in spring 2015. 15 participants from a variety of educational professions took place in this 40-hour training programme, which was split into 30 units of classroom-based training and 10 units of e-learning.

Main pillars of initiative



Profile of participants in Austria



TACKLING EARLY LEAVING

- *The pilot training participants were very satisfied and full of praise and asked for more seminars or workshops of this kind. It was particularly the exchange and the peer-learning that were seen as a key success factor of this training programme. Generally, respondents thought that reflection rounds (also multi-professional ones) should be held at regular intervals to ensure networking between the various counselling scenes (usefulness of training materials: 67% of the participants found them very useful and 33% useful).*
- *The results also clearly show that the training programme is particularly useful for trainers with no pedagogical background since the topics start with a pedagogical basis and are then expanded according to their relevance for the target group.*
- *In Austria, the training programme positively influenced the continuation/completion of students with special education needs with more than 60% still in the same VET measure after two years from the last statistical analysis by the Public Employment Service.*

Action areas: Identify and Intervene

Working group 2

Identifying and supporting **early leavers**

Thematic focus

Monitoring and identification



Tuesday 16 May 2017
from 14.30 to 15.30



CEDEFOP

European Centre for the Development
of Vocational Training

French inter-ministerial action to monitor and support early school leavers

KEY CHARACTERISTICS

- An inter-ministerial action developed between the French Ministry of Education and its partners
- The IEIS (information exchange inter-ministerial system) collects data from State and agricultural secondary schools and training centres for apprentices. It is also connected to *missions locales* (access points for employment services for people under 25). It has been approved by the CNIL (French Information Technology Authority)
- The beneficiaries are young people aged 16 or more
- It started in 2011 and is currently still being improved

DRIVERS & OBJECTIVES

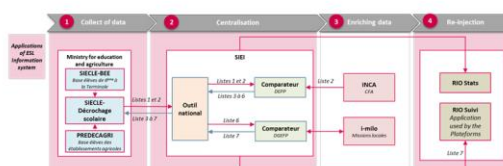
It aims at identifying early school leavers and monitoring and supporting them until they find a solution (back to school, employment):

- identify early school leavers through cross-checking data bases of the Ministry of Education and its partners at national level
- monitor and support early school leavers through a network of actors at local level (disengagement monitoring and support platforms, PSAD)

INNOVATIVENESS AND SUCCESS FACTORS

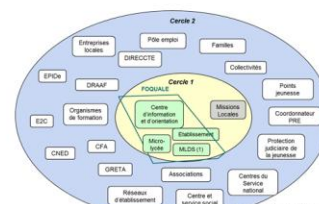
- An inter-ministerial coordination
- A list of early school leavers produced by cross-checking data from different sources
- A step-by-step widening of the scope of early school leavers (apprentices, young people identified by the Ministry of Defence, who were not in the list until now)

IDENTITY



The information exchange inter-ministerial system :

A 'list' of early school leavers is produced twice a year and is used by the players of the platforms to call the pupils and propose solutions to them. The information about each pupil is inserted in the RIO application.



Disengagement monitoring and support platforms :

The aim of the 383 platforms is to offer coordinated and tailored solutions to young people in their area. The platforms work on the basis of data received via the IEIS twice a year, but also use information continuously collected by partner organisations.

TACKLING EARLY LEAVING

This initiative has had a positive impact on reducing early leaving from education and training in away that:

- has made it possible to contact each early school leaver of the list and propose them solutions them: around 26 000 early school leavers came back to education, most of them in VET, in 2015 and 2016 (in 2015 107 000 pupils left school in France; they were 140 000 in 2010)
- has helped create a dynamic between local partners, coordinated by the regions (see new governance since the 2015 law)
- has contributed to the reducing of the ESL rate (9.3% in 2015)



The Dutch Drive to reduce dropout rates

Success factors in reducing ELET in the Netherlands

KEY CHARACTERISTICS

Since 2007, preventing pupils from leaving school early has been a policy priority in the Netherlands. The 'Drive to reduce dropout rates' programme features:

- *Golden triangle*: strong cooperation between local, regional and national levels (school, municipality, Ministry)
- Local cooperation between municipality, schools and other parties
- Comprehensive approach: schools and regions choose own methods/measures
- Strict percentage targets and performance bonus for targets met
- Strong emphasis on reliable and transparent indicators; identification and monitoring of early school leavers (including information portals and early warning systems)

DRIVERS & OBJECTIVES

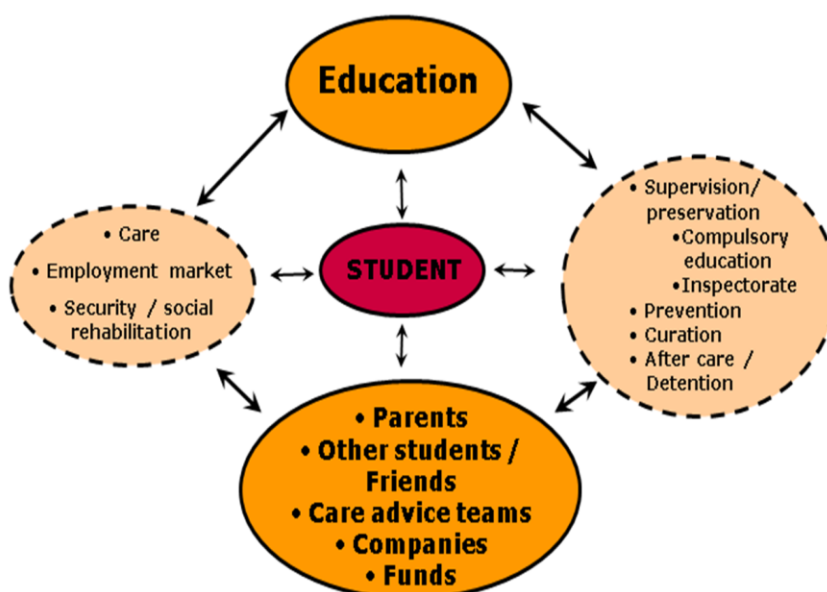
Since 2007, reducing early school leaving is an ongoing priority of consecutive Dutch governments. It aims at an ongoing reduction of ELET, starting at around 50 000 annual dropouts in 2007 to 23 000 dropouts now (2015/16). The aim is to reduce the number of dropouts to under 20 000 in 2020. Traditionally, approximately 75% of dropouts originate from VET learning pathways.

INNOVATIVENESS AND SUCCESS FACTORS

- Introduction of a personal education number (since 2005). Since then, able to keep track of school careers and characteristics of each Dutch student.
- Introduction of the digital absence portal (2009), an application to report truancy in real time.
- Account managers frequently visit schools and municipalities for support.
- Qualification obligation (2007): national measure (by law) to force students younger than 18 (without a diploma) to stay in school.

IDENTITY

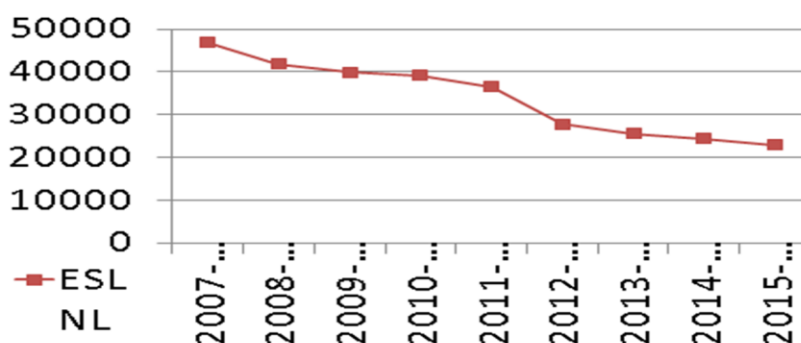
Even though there are many organisations and interest groups that act in the *Golden triangle* to reduce ELET in the different domains (see graph below), the students themselves remain at the centre of the approach:



The Dutch policy cycle runs very much in line with the three known phases: *identification, intervention, evaluation*.

TACKLING EARLY LEAVING

The measures for reducing early school leaving in the Netherlands have contributed to a significant decline of ELET (see graph below). Contributions from all parties involved have led to this success. Research has pointed out that ELET has declined primarily due to a combination of factors and an overall emphasis on tackling it.





LE GOUVERNEMENT
DU GRAND-DUCHÉ DE LUXEMBOURG
Ministère de l'Éducation nationale,
de l'Enfance et de la Jeunesse

Service de la formation professionnelle

Action locale pour jeunes

(Local action for youth)

Supporting transition from school to working life



KEY CHARACTERISTICS

Founded in 1984

Ministry of Education, Children and Youth

10 regional services – public funding – free of charge – social pedagogues

Young people from 15 to 25 looking for apprenticeship or early school leavers trying to re-engage with education/apprenticeship

Before, during and after!

Supporting young people throughout the whole process of transition

Holistic and proactive approach

Voluntary

Accompanying is not time-restricted

Intensive networking with other actors, including parents

DRIVERS & OBJECTIVES

Develop an individual life project based on the young person's needs:

B2S or integration into the labour market or an alternative project

INNOVATIVENESS AND SUCCESS FACTORS

Low-threshold approach

Judgement-free

Proactive approach

Holistic approach

Learning by doing

Job shadowing

IDENTITY

Before

Early warning system:
networking with teachers
and intervention in 108
classes a year by training
1 546 students

During

Follow-up of this same
group of students at the
end of the school year

After

Support during the process
of transition into social
integration

During

Follow-up of 1 658 early
leavers identified by
using the national
student database

After

704 young people were
accompanied during a
longer period of time
including 195 opportunities
for job shadowing

A total of 6 654 individual counselling sessions with young people over a period of 12 months.

TACKLING EARLY LEAVING

Preventing ELET by following up students in transition from school to VET and supporting them to find and apply for an apprenticeship.

Reducing ELET by following up individuals without a solution (704 out of 1 658). Among these 704 individuals, 417 expressed their desire to re-enter education.

The possibility of job shadowing in different professional settings is a main tool for confirming or rejecting the individual professional project, and presents an opportunity to find an apprenticeship.

Purposeful collaboration with different social services in the context of the individual, social and professional project of the targeted population.





National student database

KEY CHARACTERISTICS

Ministry of Education, Children and Youth

Introduced in 2002

Overview of the national student enrolment

Accessible to all schools and teachers, as well as social workers in education

Public funding, regulated by national data protection laws

It aims at displaying important student data, such as:

- personal data
- school career
- precise dates of beginning and ending of registration period
- additional information about family
- information about training contract(s)
- enrolment in courses
- disciplinary measures

DRIVERS & OBJECTIVES

- Managing school operation by documenting enrolment in all classes
- Creating school certificates

INNOVATIVENESS AND SUCCESS FACTORS

The national student database is used by all school administrations, setting standards in data documentation and management.

Acceleration of identifying processes of ELET.

Identification of the rate of enrolment in and withdrawal from, the different school pathways.

IDENTITY

Interface of the national student database

The screenshot shows a complex web interface for the national student database. It includes sections for 'Signetique' (personal data), 'Affectations' (school assignments), 'Promotion' (promotion status), 'AET future' (future vocational training), 'Souhaits' (wishes), 'Retenues / Evénements' (retentions / events), 'Champs libres élève' (free fields for student), 'Champs libres année scolaire' (free fields for school year), 'ALJ' (decisions on leaving), and 'Divers' (other). There are also search filters and a 'Recherche lancée' (search launched) section.

The screenshot shows a detailed view of a student's record. It includes tabs for 'Elève', 'Représentants', 'Contrats', 'Enseignement', 'Scolarité lycée', 'Enseignement fondamental', 'Affectations lycée', and 'Apprentissage lycée'. The 'AET' (Vocational Training) section shows a table of training contracts. The 'Statut' (Status) section shows the student's current status and options. The 'Examen' (Exam) section shows the student's exam results. The 'Classe' (Class) section shows the student's current class and options. The 'Auditoires' (Auditoriums) section shows a table of auditoriums. The 'Options' (Options) section shows the student's options.

Lycée	AET	Début	Fin	Année scolaire	AET Actuelle
LMRL	1MC	22/09/2010	04/07/2011	2010/2011	
LMRL	1MC	15/09/2009	14/09/2010	2009/2010	
LMRL	2MC	15/09/2008	14/09/2009	2008/2009	
LMRL	3MC	15/09/2007	14/09/2008	2007/2008	
LMRL	4M	15/09/2006	14/09/2007	2006/2007	

Lycée	Classe	Alias	Début	Fin	Classe Actuelle
LMRL	1MC2	1C2	22/09/2010	04/07/2011	

Code	Libellé	Branche	Tuteur	Tuteurs2	Début	Fin	Actif
02052	1CC2/1MC2/MATHE	MATHE	PUTCA		01/10/2010	04/07/2011	
02072	1CC2/1MC2/PHYSI	PHYSI	MOREG		01/10/2010	04/07/2011	
02076	1MC2/1CC2/PHILO	PHILO	SMAT		01/10/2010	04/07/2011	
0220302	1MC1/1MB1/1CC2/1CC1/1MC2/1CB1/ANGL	ANGLA	LOUAB		01/10/2010	04/07/2011	
0235802	1CB1/1CC2/1MC3/1MB1/ALLEM	ALLEM	WEBAR		01/10/2010	04/07/2011	
03054	1MC2/1CC2/CHIM	CHIM	SMPA		01/10/2010	04/07/2011	
03227	1CC2/1MC2/BIOLO	BIOLO	SWEDE		01/10/2010	04/07/2011	
0418101	1CC2/1MC2/EDUPH	EDUPH	KIEJO		01/10/2010	04/07/2011	
5555	/OGPRO	ENGRA	OGPRO		01/10/2010	04/07/2011	
5587	1CC1/1CC2/1MC1/1MC2/HISTO	HISTO	WOLFR		01/10/2010	04/07/2011	

Code	Libellé	Rattaché à
ALLEM	Allemand	
ANGLA	Anglais	
HISTO	Histoire	
OGPRO	Option Gestion de Projets	COUAO

TACKLING EARLY LEAVING

The primary intention of introducing the national database was not to tackle the problem of ELET.

However, it allows professionals to identify students who have left school early, and promotes a proactive approach to the accompanying process. Further, additional information can be supplied, which would be impossible without a national database.



Action areas: Identify and Intervene

Working group 2

Identifying and supporting **early leavers**

Thematic focus

Reengaging, motivating and
second chance measures



Tuesday 16 May 2017
from 14.30 to 15.30



CEDEFOP

European Centre for the Development
of Vocational Training

Exit folder & Exit talk

Supportive stimulation to alternative (learning) pathways

KEY CHARACTERISTICS

Compensation for early leavers from education and training

Aim: to stimulate young people to reflect on their future perspectives and lead them to an alternative suitable (learning) pathway

Target group: young people at risk of leaving education early

Funded by Supportpoint Education of the region Limburg

Level of implementation:

(2017) two pilots at local level

(2017) after evaluation of the pilots → region Limburg and Vlaams-Brabant

(2018) translation to national level

Information (exit folder) – sensibilisation – personal action plan – exit talk – giving chances – new direction – alternative ways of learning

DRIVERS & OBJECTIVES

- The exit folder aims to inform the target group about alternative (learning) pathways which can lead to obtaining a meaningful qualification.
- The exit talks aims to inform about, support and reflect with the target group on their future prospects.
- Its aim is to find a suitable pathway for the young people.

INNOVATIVENESS AND SUCCESS FACTORS

- A folder which brings all the information together and coordinates possible pathways, using the language level of the target group.
- An instruction manual for the mentor, which includes the key questions to start the exit talk and a broad description of every alternative (learning) pathway.
- A template for the young person for setting up his/her personal action plan.

IDENTITY



TACKLING EARLY LEAVING

- The exit folder and the exit talk mention the following alternative (learning) pathways:
- combining learning and working (VET):
 - dual learning
 - part-time learning – part-time working (2d learning + 3d working)
 - learning a specific profession (1d learning + 4d learning on the work floor)
- adult learning (CVO):
 - course at daytime
 - course in the evening
- profession training (VDAB):
 - One-day skills training
- independent learning (Examencommissie):
 - learning at home on your own – taking exam at the Examencommissie
- entrepreneurship (Syntra):
 - prepares young people for starting their own business
- This project started in 2017 with two pilots in the cities of Maasmechelen and Beringen.
- The exit folder is distributed to schools.
- We will monitor how many exit talks took place and how many young people started on an alternative (learning) pathway.



NoOut

Reading, guiding, narrating school to prevent early school leaving

KEY CHARACTERISTICS

- NoOut is a strategic project:
 - Promoted by the banking foundation 'Fondazione Cassa di Risparmio di Firenze';
 - Implemented by the education and training agency **Pratika**;
 - Scientifically supervised by the **Educational Department of the University of Perugia** and **INAPP** (Institute for Public Policies Analysis)
- The main goal of the project is to reduce early leaving from education and training
- The most important beneficiaries are:
 - 6 to 16 year-old students (primary, lower secondary and higher secondary schools)
 - Dropouts from the school system who started a vocational training path
 - School teachers and VET trainers
- NoOut is a three-year project (2015/18) currently at its second year of implementation
- Fondazione CR Firenze is the funding body
- NoOut is implemented in Tuscany Region

DRIVERS & OBJECTIVES

Prevention and reduction of early school leaving through:

- Strengthening core competencies
- Students' motivation and study support
- Entrepreneurship to nurture new skills and capabilities and to prevent NEETs
- Methods and tools for a more inclusive and innovative learning environment for teachers

INNOVATIVENESS AND SUCCESS FACTORS

- Integrated approach involving all actors: students, schools and VET agencies, families
- Included in the School Learning Offer, implemented during school hours – experts and teachers together
- Personal and social responsibility promotion through the 'narrative guidance'
- In-service teacher training to support motivation and to provide new methods and tools
- Brainstorming sessions with parents, teachers and experts

IDENTITY

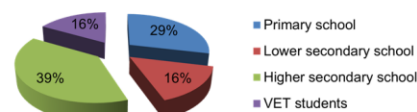
NoOut at work!



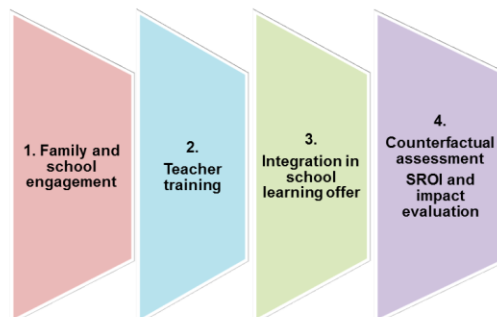
Key numbers:

- 480 students direct beneficiaries
- 6 public schools (from primary to secondary education schools)
- 3 training agencies

Project's beneficiaries



NoOut pillars



1. NoOut brings together institutions scholars and professionals to share and compare best practices and figures to prevent early school leaving.
2. The project supports teachers with training and co-design lesson sessions.
3. The activities are included in the three-year School Educational Offer (PTOF).
4. Perugia University leads a counterfactual evaluation on students' results.
5. Human Foundation has been engaged to design and implement a SROI evaluation.

TACKLING EARLY LEAVING

2nd year project is ongoing, thus data collection is on going. The impact evaluation has developed a set of objective and subjective indicators

Key indicators for **students**:

- Number of students improving study motivation
- Number of students enhancing school achievements
- Number of students engaging in school participation

• Key indicators for **VET students**:

- Number of students developing entrepreneurial attitude
- Number of students improving teamwork skills
- Number of students increasing communication competences

• Key indicators for **teachers and trainers**:

- Number of teachers/trainers learning new teaching methodologies
- Number of teachers/trainers promoting innovative teaching environments
- Number of teachers/trainers improving their relationship with students

EVIDENCES from QUALITATIVE INTERVIEWS

'NoOut is engaging: also maths classes become fascinating and not boring.'
Marco, VET student

'We experienced working in a team. At the beginning it was difficult and very demanding, but I found effective peers to work with.'
Luca, 16 years

'Throughout the project I increased my professional skills and started up a useful dialogue with other educational experts.'
Mara, 45 years, teacher





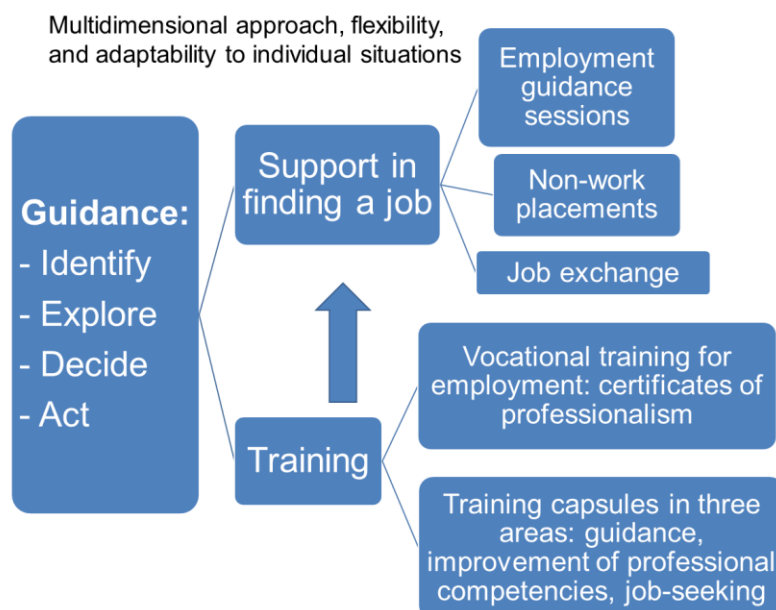
Socio-labour programmes for young people

Comprehensive pathway for guidance, training and socio-labour insertion

KEY CHARACTERISTICS

- **Responsible body:** *Cooperativa Jovent*, a non-profit organisation that promotes equal opportunities, improvement of standard of living, and social and labour integration for young people
- **Main goal:** to provide a real chance to draw up and develop a personal project of training and socio-labour insertion for young people at risk
- **Time span of initiative:** since 1995
- **Funding source:** Regional Ministry of Labour, Commerce and Industry of the Government of the Balearic Islands (Spain)
- **Level of implementation:** local and regional

Main areas and characteristics of the pathway



DRIVERS & OBJECTIVES

It aims to offer a real chance of success in training and socio-labour insertion to early school leavers.

INNOVATIVENESS AND SUCCESS FACTORS

- Committed professionals with extensive experience
- Presence of a reference tutor
- Development of an affective bond and support processes
- Networking
- Research action with the University of the Balearic Islands (since 1998)

TACKLING EARLY LEAVING

- 94% of young people are early school leavers when they start the pathway.
- 67% of all young people who followed the training pathway obtained a certificate of professionalism. 10% of these continue their training in upper secondary VET or in adult education (compulsory secondary school completion certificate).
- 15% of the young people who followed the pathway 'Guidance+support in finding a job' re-engage into some type of education or training. Among these, 53% through adult education (compulsory secondary education completion certificate), 23.5% through upper secondary VET and 23.5% by undertaking a certificate of professionalism.

(Data for 2016)





Road map

Education and career guidance for second chances

KEY CHARACTERISTICS

- An initiative of **Diputació de Barcelona** (Barcelona Provincial Council), addressed to municipal adult schools offering preparation courses for accessing vocational education and training (VET).
- The Road map's main goal is, by offering guidance services, **to accompany** people who have left education **to re-enter the education system**.
- Its main beneficiaries are **students in municipal adult schools** willing to access VET or continuing education.
- The initiative is implemented **at local level** by involving municipalities in the Barcelona province. In its 3rd edition, 22 local city councils are participating.
- Guidance services are being **developed throughout the year** with initial interviews addressed to potential students, accompanying enrolled students and providing support in transition to further education.

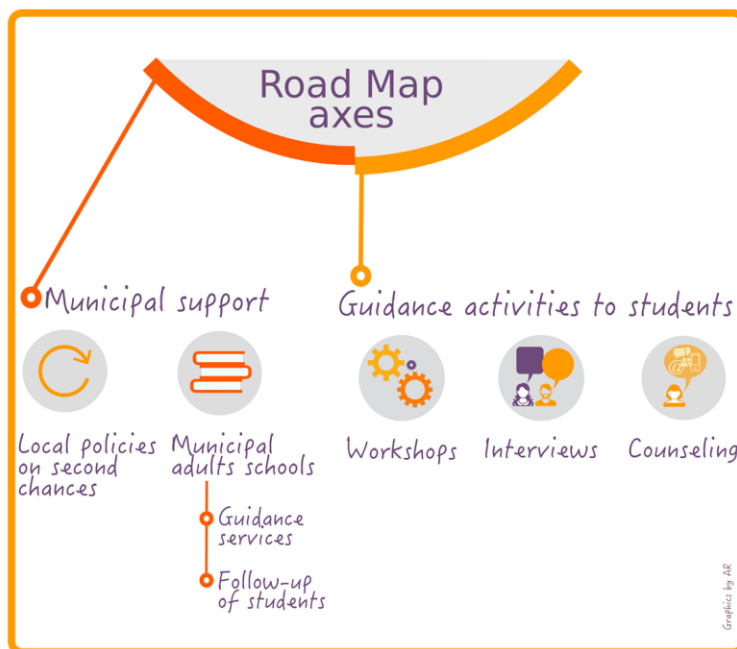
DRIVERS & OBJECTIVES

- It aims **at compensating early school leaving (ESL)** and increasing the number of people reconnecting with their education pathways.
- By **providing education and career guidance resources** to municipal adult schools, students are motivated to complete their current course and continue their education.

INNOVATIVENESS AND SUCCESS FACTORS

- This initiative is part of an **overall local political lifelong guidance strategy to reduce ESL** in the Barcelona province that includes prevention, intervention and compensation measures.
- The Road map is a complementary action for second chances policies in the framework of the **network of municipal adult schools**.
- Local policy-makers, adult-school teachers and guidance practitioners are involved in developing the initiative.

IDENTITY



TACKLING EARLY LEAVING

Participating students versus non-participating students in Road map initiative:

- **completed and approved the course to access VET** to a greater extent (53% compared to 38%)
- **re-entered education by registering in VET** to a greater extent (46% compared to 27%).

An **excellent overall satisfaction** of students participating in the initiative of **8.6 points** (over 10).

Data based on the second edition (2015-16)





Youthreach: second chance education

Bridging gaps in Ireland's education system

YOUTHREACH

nayc
National Association of
Youthreach Co-ordinators

KEY CHARACTERISTICS

Youthreach offers a flexible programme of integrated general education, vocational training and work experience.

- Youthreach is a Department of Education and Skills (DES) education, training and work experience programme
- It offers young people the opportunity to identify and pursue viable options within further education, training or employment
- Targeting young people aged 15-20
- A two-year, full-time programme
- Funding bodies include SOLAS and the ESF
- Youthreach is a national programme, located in 25 counties in 112 centres

DRIVERS & OBJECTIVES

The core objective of our centres is to provide a safe environment in which young people can flourish and achieve their education and training goals.

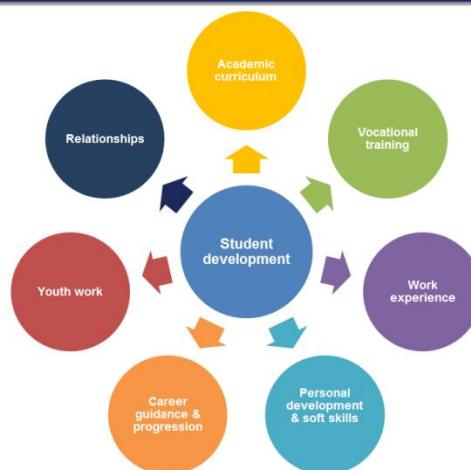
Youthreach is aimed at young people for whom mainstream education has not been successful, and for whom the supported and needs-based model that underpins Youthreach is much more suitable.

INNOVATIONS AND SUCCESS FACTORS

Youthreach focuses on the student as a whole. Complementary to the education programme is a focus on soft skills and personal development.

- We use creative, innovative and active teaching methodologies to help our students achieve their educational and personal development goals
- Key to our success are the relationships we build with our students through support and mentoring

IDENTITY – KEY ASPECTS OF THE YOUTHREACH PROGRAMME



TACKLING EARLY LEAVING

Youthreach plays a very important role within the Irish education landscape whereby, as part of a comprehensive approach to reducing early leaving from education and training, we actively support the lifelong learning agenda.

For almost 30 years, Youthreach has provided an opportunity for thousands of young people annually to achieve the equivalent of Junior Certificate and Leaving Certificate qualifications. Youthreach students are then equipped to access further education, training or employment in the knowledge that they have achieved the equivalent of an upper secondary level education.

- Based on Department of Education and Skills 2015 statistics, over 60% of Youthreach students achieved certification. Over 79% of students who completed the Youthreach programme progressed onto employment and/or training.
- *'As a young mother, Youthreach laid the foundation for a second chance in education. Through all the support and encouragement from Youthreach staff, I was able to further my education, which enabled me to secure employment as a resource person in Youthreach Blanchardstown.'* Sandra Doyle, former Youthreach student





Second chance school MATOSINHOS (PT) A new chance for education



KEY CHARACTERISTICS

- The training is not the same for everyone - each young person designs and develops his/her own individual training program
- The training is organised in flexible modules - the frequency and duration of training differs from individual to individual
- Part of the training is in a work context, informal and non-formal education: many activities are carried out in an informal way, jointly by students and teachers
- All young people are integrated in school and professional certification programmes - in accordance with the regular training and certification systems
- One year of training: the young person is then helped to continue his/her education or to find a job

DRIVERS & OBJECTIVES

Second chance school Matosinhos addresses the serious problem of early leaving from education and training (ELET) and low-skilled young people in Matosinhos, Porto area. The school opened its doors in September 2008, as a partnership between the NGO AE2O, the Association for Second Chance Education, the Matosinhos Municipality and the Ministry of Education.

It is the only Portuguese school of the European 2nd Chance Schools Network, E2C - Europe.

INNOVATIVENESS AND SUCCESS FACTORS

- **Open doors centre**, respecting and accepting young people, open to the community and families
- **Flexible holistic pedagogical approach**, through a 'dynamic combination between subjects', individual learning plans and a curriculum organised through integrative activities
- **Motivational, high-intensity, life-changing experience**, accumulation of successful experiences and support for change
- **Different levels of competences** (vocational, school, artistic, personal and social)
- **Creative methods, arts-based curriculum**, peer education, youth participation, travels, intercultural and international dimension
- **Rich, dynamic, interactive communication**, educators adapt to the young people – 'second' chance also for professionals
- **Informal and non formal learning**, common activities, challenges – travels, projects, local, national and international
- **Secure, cordial environment**, 'my second family', close and horizontal relationships, social support, availability all time
- **Close to young people's cultural experiences**, welcoming them as they are and helping them to move towards their social place, desires, motivations, interests
- **Aligned with regular systems of training**, not alternative, in dialogue and mutual learning

IDENTITY



ESCOLA de
SEGUNDA
OPORTUNIDADE
matosinhos

4 core areas of intervention



TACKLING EARLY LEAVING

Over nine years of work:

- 513 young people attended the school (63% boys, 37% girls)
- 66% finished their certification pathways (6th and 9th grade)
- 14% left the school (change residence, leave the country, pregnancy, imprisonment, illness, loss of contact)
- 10% attended the school but are not integrated in school certification programs (because they have 9th grade already)
- 10% were directed by the school to other training courses or employment

Second Chance School Matosinhos has been awarded and recognised, nationally and internationally, as an innovative project and a good practice as a compensation measure addressing ELET and is now very active in the process of implementing it at a higher/systemic level at three different levels:

1. to institutionalise this policy measure in the Portuguese education system
2. to replicate this model in a wider scale, integrating a working group that produced a proposal of 'National strategy for reducing ELET', in compliance with European guidelines, now under public subscription
3. To empower a national network of second chance education initiatives that will be created at a national conference on 31 May 2017.





Pôle Innovant Lycéen

One-year school for early leavers

KEY CHARACTERISTICS

- A public school under the Ministry of National Education in France
- Helping 100-150 early leavers to start school again every year
- 16-23 year-old students who leave school for at least six months
- One-year programme
- Special funding by regional programmes (Réussite Pour Tous)
- At local level, part of a national federation (FESPI)

DRIVERS & OBJECTIVES

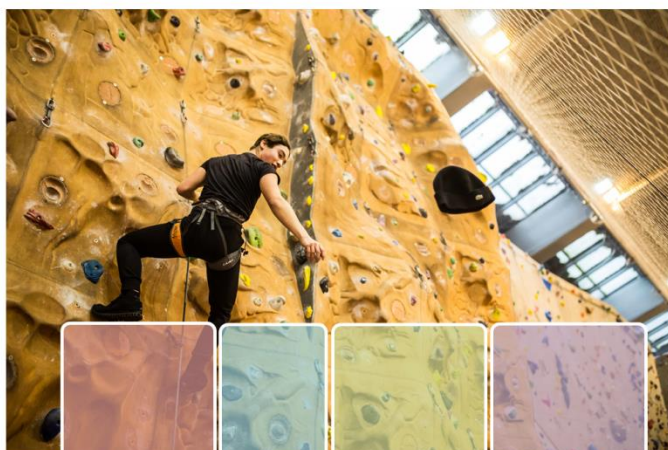
Aims at reducing the number of early leavers who leave school without a qualification, and accompanying students towards successful development of their personal project.

INNOVATIVENESS AND SUCCESS FACTORS

- One to one tutoring on a weekly basis
- Different ways of re-entering the school system (sports, culture, manual activities, solidarity actions, etc.)
- Transversal activities involving different school subjects and more practical projects
- Different school organisations, a less formal approach in the relationship between teachers and students
- Student and teacher conference every seven weeks

IDENTITY

Students in sports class:
Climbing: an activity that involves regaining confidence



© Laurent

TACKLING EARLY LEAVING

- After two years, 75% of all students of the Pôle Innovant are persevering in the same project that was validated by the school (2012 study)

Students talking about their experience:

- *'I am deeply satisfied to be back at school. I learn things every day, I can enjoy being with other students too...'*
- *'In my previous schools, I was always on the defensive; here I can talk to teachers and they listen to what I am saying'*
- *'This is another chance given to me, and I intend to take it!'*



