



Assembly of European Regions

**Combating School Dropout
Handbook on Regional Best Practice**



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Introduction

One of the targets of the Europe 2020 Strategy is to reduce the average European rate of early school leavers under to 10% by 2020. This goal is strongly related to “smart growth”. Yet it affects also the employability of young people and promotes breaking the negative circle of poverty and social exclusion.

According to the European Union’s definition, ‘early school leavers’ are people aged 18-24 years who have only lower secondary education or less and are no longer in education or training. Hence the term ‘early school leaver’ comprises young people who dropped out of school before the end of primary school, as well as those who have completed compulsory schooling but have not received a high school education. But it also comprises those who have taken vocational or professional courses not leading to a degree equivalent to secondary school level.

Early school leaving is most often the result of a combination of personal, educational, social, economic and family-related factors. It is often linked to underachievement and to situations of cumulative disadvantage which often have their origin in early childhood. Groups with low socio-economic status are affected to a greater extent. Early school leaving rates are particularly alarming for certain groups, such as children with migrant backgrounds including newly arrived migrants and foreign-born children, Roma children and children with special educational needs.

Early school leaving has significant societal and individual consequences, including the increased risk of unemployment, poverty, poor health and social exclusion. Young people who leave school with only compulsory school diploma may have difficulties to find jobs and are more frequently unemployed and dependent upon welfare services.

How to reduce early school leaving?

There are many reasons why young people drop out from education and training prematurely. It may be because of personal or family problems, learning difficulties, or a fragile socio-economic situation. The way the education system is set up, as well as the school climate and teacher-pupil relations, are also majorly influencing factors.

The problems associated with school dropout is complex and cannot be solved by educational measures only. A multi-agency approach is required in order to adequately address its diverse causes. Policies to reduce early school leaving must combine education and social policy, youth work and health related aspects. The policies must also be adapted to local, regional and national conditions. Furthermore, they require active involvement and cooperation of stakeholders at all levels. The cooperation can take different forms at national, regional, local and school level. The form will depend, among other things, on the administrative structure of the country and its education and training system. The systems need to focus on prevention when there is a risk of dropout, as well as on intervention to motivate and re-engage early school leavers and on compensation measures to promote pupils who have left education early to complete their education and training. The target group has special needs for flexible, individually adapted and in some cases long-term measures.

The AER working group to combat school dropout

Following the initiative of Västernorrland County Council, the AER working group to combat school dropout was established in 2013. The aim of the working group has been to share knowledge and experiences between member regions and to identify and develop best practices to counter dropout. The aim has also been to provide insight into the cause and effect process, which is also essential for the development of comprehensive policies covering the entire chain – *prevention, intervention and compensation* – in order to achieve sustainable results. This handbook on regional best practice to combat early school leaving provides examples from 11 AER member regions.

Structure of the handbook

The handbook is divided into three main sections: prevention, intervention and compensation. *Prevention* comprises measures to identify students in risk zone, define their needs, and, through cross-sectoral cooperation, prevent them from dropping out of school. *Intervention* comprises measures to re-motivate and re-engage students that have dropped out to return to education. *Compensation*, lastly, comprises measures to re-enter early school leavers to education – for instance, through provision of flexible, individually tailored educational methods and solutions including apprenticeship, and outdoor education – with emphasis on cooperation between actors and stakeholders in the region.

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SECTION I. PREVENTION

1. Type of action – region/ country:

Prevention Action – ALSACE / FRANCE

2. Name of the action:

Support for an alternative solution

3. Background of the action:

The Regional Education Authority, in Alsace, with its Division “*Mission de lutte contre le décrochage scolaire (MLDS)*”, has been following two aims to prevent school dropout:
The Division organizes the spotting and reception of potential Early School Leavers and The Division suggests alternative training programmes in upper or lower secondary school.

Special working groups on Early School Leaving (ESL) are set up under the responsibility of the School Director. The above-mentioned working groups include teachers, school management officers, social workers, nurses, and guidance counselors.

4. Aims:

- **Identifying** the potential early school leavers i.e. students in upper secondary school who have reached a stage of a cumulative process of disengagement in terms of absenteeism, poor academic performance, lack of motivation.
- **Supporting** the potential early school leavers in upper secondary school.
- **Supporting the counselors** in charge of students, in terms of training programmes, and best practice exchanges with other partners.

5. Action place:

Mulhouse city in Alsace

6. Technical and financial partnerships:

The MLDS coordinator manages this action with the School Director, as well as the guidance counselors. The working groups include teachers, school management officers, social workers, nurses, and guidance counselors.

We spent € 38, 000 in 2012 for 75 young people (grants from the Regional Council of Alsace and the Regional Education Authority).

7. Target young people (age...):

75 pupils followed this action plan (61% boys / 39 % girls);
23% of the pupils come from the general education system and 77% from vocational education programmes in an upper secondary school.

(All the upper secondary schools got involved in this action, one school excepted.)

75 individual mentoring have been carried out by teachers and coordinators
35% of the pupils got involved in collective workshops.

8. Description of the action:

Potential early school leavers in upper secondary school get support, for 3 weeks, in order to help them to get mobilized again by their training programme. There are some thought-provoking pauses in a full time during **one week**. There are motivation, guidance, self -

image and projects workshop and interview, twice a week **during 2 weeks**. Finally, individual interview and skills assessment are offered.

Meetings with pupils, families, counselors in charge of the pupils, and the coordinator, the school director are organized after 3 weeks to decide whether:

1. The pupils go back to their classes along with an individual mentor;
2. They can enter in a special class for the potential early school leavers to mobilize them again.
3. They can undertake “a discovery year” in an upper secondary school or in an apprenticeship-training center, including an individual mentoring and doing training periods in a company.

9. Results:

60% of pupils are in a positive situation:

18% of pupils followed studies in the same class or an apprenticeship,

42% searched for vocational guidance through new training programmes and an apprenticeship contract.

10. Keys of success and lessons learned:

The achievement of this action depends of the school Director to manage this action with all the teachers and partners.

11. Assessment measures:

An assessment is organized each year with all the technical and financial partners.

12. Sustainability of the action:

This action is developed all year.

13. Contact:

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1. Type of Action – region/ country:

Prevention and intervention measure - Brussels-Capital Region and Walloon Region/Belgium

2. Name of the action:

The mission of the “Compulsory Education Inspection Unit” (SCOS) is twofold: First, to make sure that all minors of compulsory school age (6 to 18 years old) and residing on the territory of the Wallonia-Brussels Federation (FWB) are in fact receiving the education they are entitled to. Second, to check whether minors who are of compulsory school age and enrolled in a school organised or subsidised by the FWB are attending this school on a regular basis.

3. Background of the action:

The SCOS was established to enforce the law of 29 June 1983 related to compulsory education. To this end, the unit was created in 2005.

4. Aims:

1. The objective of **school enrolment inspection** is to make sure that all minors of compulsory school age, residing on the territory of the FWB, are enrolled in an educational programme that meets the requirements for compulsory education. This inspection also provides valuable information on the schooling status of many young people.

2. The **school attendance inspection** helps verify that minors of compulsory school age enrolled in a school in FWB are attending this school on a regular basis. Minors identified as “minors with high absenteeism” can then be directed toward a support unit. At the same time, this inspection allows for the collection of data on the issue of school absenteeism in the FWB.

5. Action place:

1. **School enrolment inspection** - Over the entire territory of the FWB

Note: The school enrolment inspection for the Brussels-Capital Region (BCR) has certain special features: That is because it is not possible to determine which Community the legal guardians of minors “assumed non-enrolled” would like to select in terms of education. Consequently, the school enrolment inspection in the BCR is performed by a joint unit of the FWB and the Flemish Community. As a result of this particularity, the school enrolment inspections in Wallonia and the BCR must be performed separately.

2. **School attendance inspection** - Over the entire territory of the FWB

Note: The SCOS has jurisdiction to inspect the school attendance of minors of compulsory school age enrolled in organised and subsidised schools located throughout the territory of the FWB.

6. Technical and financial Partnerships:



The SCOS is a public service of the Wallonia-Brussels Federation.

7. Target group:

1. **School enrolment inspection** - All minors of compulsory school age residing on the territory of the FWB.
2. **School attendance inspection** - All minors of compulsory school age enrolled in a school organised or subsidised by the FWB.

8. Description of the action:

1. Within the framework of **school enrolment inspection**, the SCOS verifies that all minors of compulsory school age residing in the FWB are regularly attending school (enrolment in a school organised or subsidised by one of the three Communities, home schooling, training in IFAPME/SFPME, etc.). Young people identified during inspection as non-enrolled minors are considered to be in “school drop-out status” (according to the definition used in FWB).

Inspection of school enrolment takes place in several stages, both in Wallonia and the BCR. The 1st phase of the inspection consists in identifying minors of compulsory school age residing in the region subject to the inspection who do not seem to be meeting the compulsory education requirement. In the 2nd phase, the minors’ legal guardians receive a notice by mail. The objective is to obtain information as to their situation and school enrolment. During the next phase, the municipal administrations are solicited in order to help the FWB gather information about certain minors. Finally, certain files have to be forwarded to the Youth Court (Parquet de la Jeunesse) when there is reason to suspect that the minor’s right to education is not being respected. This is the last phase in the school enrolment inspection.

2. Within the framework of **school attendance inspection**, educational establishments providing both preschool and primary school education are required to notify the SCOS as soon as one of their students reaches 9 half-days of unjustified absence. In secondary schools, the SCOS is notified by the schools as soon as 10 half-days of unjustified absence are reached. Based on those notifications, the SCOS systematically sends a notice to the legal guardians of the minors concerned reminding them of the law. The purpose of this letter is to remind the legal guardians of the applicable law but also to invite them to contact the psycho-medical-social centre to find a solution to the absenteeism issue.

When school absenteeism persists and the situation requires it, the SCOS forwards the file to one of the Administration's support units. Moreover, when the SCOS is aware that a young person is receiving assistance from the Youth Aid unit (Service d’Aide à la Jeunesse or SAJ), the Judicial Protection Unit (Service de Protection Judiciaire or SPJ) or the Court (Parquet), it informs this unit that the young person in question has been flagged for reason of absenteeism.



Wallonie



FÉDÉRATION
WALLONIE-BRUXELLES

In the case of non-cooperation or serious failings from the legal guardians, the SCOS must sometimes resort to forwarding certain files to the Youth Court (Parquet de la Jeunesse).

9. Results :

1. The **school enrolment inspection** allows information on the schooling status of several thousand young people to be collected each year, and helps identify many of the minors who have completely dropped out of school.

2. Thanks to the **school attendance inspection**, the Administration is able to follow the evolution of school absenteeism in the FWB and produce data on the issue. Based on the data analysed within the framework of this inspection, several hundred children in difficulty are identified each year and directed toward a support unit in order to promote their re-enrolment in school.

10. Keys of success and lessons learned:

The mission of the Monitoring Body for school drop-out and violence, which also reports to the Directorate-General for Compulsory Education, is to analyse the absenteeism and school drop-out data provided by the SCOS. However, since the Monitoring Body has only been operational since January 2016, the initial observations drawn from analysis of this data are not yet available.

11. Assessment measures:

No evaluation of the measure is planned.

12. Sustainability of the action:

This measure is permanent to the extent that the agents who work for the SCOS are civil servants with an open-ended contract.

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1. Type of Action – region/ country:

Preventive measures to improve implementation in upper secondary education Nordland county/Norway

2. Name of the action:

Measures against early drop-outs from upper secondary school.

3. Background of the action:

Primary and secondary education in Norway normally lasts for 13 years. This includes primary and lower secondary education (years 1–10) and upper secondary education (years 11–13). The County Council is the owner of 17 upper secondary schools, located at 40 different sites in the region of Nordland.

To get more young people to complete upper secondary education is high on the political agenda, and today constitutes one of the main goals of basic education in Norway. The implementation nationwide remained stable at around 70% for many years. In 2010, it therefore initiated measures from the national level to increase the percentage who completed and passed, from 69 percent to 75 percent by 2015. In Nordland the completion rate was low, around 60%. Consult apostasy was on vocational courses. It was especially boys on vocational courses who stopped along the way. Not completing upper secondary education, provides a poor basis for permanent attachment to the labor market.

4. Aims:

Nordland County Council formulated in 2013 the following overarching aim: *By 2018, 75% of students and apprentices in Nordland complete and pass secondary education in the normal time plus two years.*

Further aims:

- To increase the percentage of students who have a normal progression in transition from Vg1 to Vg2 (from 80 percent in 2011 to 87 percent by 2018)
- To increase the percentage of students who go from Vg2 vocational studies to learn / Vg3 in school (from 61 percent to 75 percent by 2018.)
- To reduce the proportion of pupils who leave during the school year from six percent to four percent by 2018.
- To increase the percentage of students who are high performing and facilitate measures for this group.
- That all students, apprentices and trainees should experience a good and inclusive learning environment that promotes health, well-being and learning.

5. Action Place:

During the period the following measures have been implemented:

- The County Council collaborates with all the 44 municipalities about pupils who are about to start upper secondary school.
- Ensure students a specially designed training program on VG1.
- Ensure students a good psychosocial learning environment.
- Ensure that teaching in common subjects are relevant for the students in vocational programs.
- Quality assure that the relevant students receive training in companies after Vg2.



- Strengthen cooperation between schools and workplaces.
- Increased cooperation with NAV.
- Commissioning of two research project:
 - "Intensive Training in Mathematics (IMY)" for students in Health and youth development, and for those in Technical and Industrial Production.
 - "Good social learning environment improves implementation in secondary education (Dream Academy a Presence Team)" for all students in one school the first year.

6. Technical and financial Partnerships:

The Ministry of Education allocated for the period 2014 - 2019 funding for the hiring of two project managers who have worked especially in relation to disseminate and implement measures to prevent dropout, back leads youth who have dropped out and measures to boost implementation.

There is additionally allocated state funds for training of teachers and administrators to get more vocational correcting common subjects (FYR – Common core profession rectification relevance).

Nordland county has partnership with NAV (the Norwegian Labour and Welfare Administration), the regional state administration and the North University, and cooperation with municipalities and training companies.

The County Council of Nordland allocates annually significant funds to provide financial support for measures to boost implementation.

7. Target young people:

Young people 16-19, but also up to 25 years

8. Description of the actions:

- Systematic cooperation with municipalities and primary schools at collaborations management level, all have advisor network and transition meetings. Some have shared competence and summer school. The cooperative agreements are followed up annually by the county.
- Ensure students a specially designed training program on VG1. On the basis of information from primary and mapping early autumn in VG1 be initiated measures tailored to the student's needs. Example of it can be: intensive courses in common subjects before the examination, homework, extra monitoring of common subjects Norwegian, English and mathematics courses in basic skills in reading, writing and arithmetic, environmental initiatives "Open School" free dinner, additional measures of physical education for students who have chosen vocational programs.
- Ensure students a good psychosocial learning environment.
 - Systematic program for all starting at VG1
- Environmental measures aimed specifically at the dorm dwellers.
 - School Breakfast for all students.
- Ensure that the teaching of common subjects are relevant and vocational.
 - Program-teachers and public teachers in Norwegian, English, science and mathematics has gained public education.



- It is offered school-based courses in basic skills in reading, writing and arithmetic.
- Quality assure that most students receive training in business after VG2
 - Students prepared to go into apprenticeships through bl. a. profession vocational specialization.
 - It is employed mediators in schools to assist students to gain apprenticeships
 - There is close cooperation between training offices, businesses and schools.
- Counties have dialogue with education offices every two years to ensure good information about available training establishments, it created a digital portal with an overview of training establishments / potential training establishments.
- Increased cooperation with NAV (The Norwegian Labour and Welfare Administration). The county is included in the project as trying out an arrangement with NAV into school. NAV supervisor have regular office days at school. So far, this project shows that NAV supervisor get more students back in school instead of giving young people a temporary work assignment.
- Research
 - Nordland has initiated research projects that there is reason to believe will increase completion of upper secondary school.
 - Testing the development and implementation of a model for intensive training in mathematics in Vg1 within program areas Technical and industrial production and health and upbringing.
- Testing of two measures VG1, dream school which is a system oriented measures for all students beginning at VG1 and presence team that is a more individual-oriented measures for students who need close monitoring.

9. Results:

The completion of upper secondary school has increased from 61.6% in 2011 to 65.8% in 2015.

10. Keys of success and lessons learned:

- It is allocated additional funds from both the national and the county level, and the County Council has intensified efforts to improve implementation
- A school development project called "A better school for our students' intention was that schools could be closer to students and improve the quality of secondary schools in the county. Through systematic school development should schools provide pupils adapted professional challenges and increased motivation
- There have been conducted a systematic competence development of teachers and leaders where among others, has received several tools to vary teaching.
- A change of attitude in the schools increased implementation has great attention. Each school is focusing on several measures.
- Cooperation between actors who work with young people has also been an important factor to increased implementation. The fact that we work together, talk together means that we act for the benefit of students, whatever level they are on.

11. Assessment measures:

The measures have had a good effect, but the percentage of early school leaving is still too high

12. Sustainability of the action:



Nordland
COUNTY COUNCIL

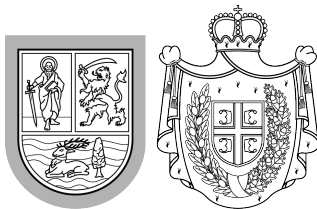
The school owner, the County Council will continue with the effective measures, and has an open mind towards additional measures, to meet the target: *By 2018, 75% of students and apprentices in Nordland complete and pass secondary education in the normal time plus two years.*

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1. Type of Action – region/ country:

Prevention measures – Vojvodina in Serbia

2. Name of the actions:

“Evaluation of the Effectiveness and Success of the Model for Students’ Dropout-Prevention”. The Project “Dropout Prevention for Students from the Educational System of Republic of Serbia” realized by joint efforts of UNICEF and the Centre for Education Policy, in cooperation with Ministry of Education, Science and Technological Development in order to prevent dropping out from school and re-engage the young in studies and/or work.

3. Background of the action:

The UNICEF research conducted in Serbia showed that poverty is one of the major causes of early school leaving and drew attention to possibilities to deal with and try to prevent negative consequences of poverty on education and life of children and young people. Prevention measures turned out to be the most effective. These measures are being applied first at the level of preschool education and are continued to be used during regular education by investing in education of children from vulnerable groups. In order to strengthen educational system and prevent students' dropout, UNICEF cooperates with institutions not only within, but also outside the educational system. In this case, joint efforts of UNICEF and Centre for Education Policy, in cooperation with Ministry of Education, Science and Technological Development, resulted in development of the model for students' dropout prevention.

4. Aims:

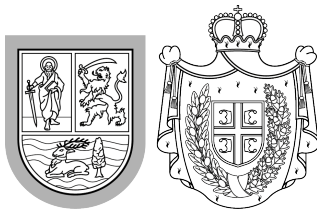
The goal is to create opportunities for students to return to studying and consequently, to provide them with better chances for being competitive in the labor market and for achieving satisfactory quality of life. The model includes different actors of educational system, such as students, teachers and parents. The purpose of including different actors is to better understand the context which leads to dropout and to create supportive environment for returning. On the other hand, the model aims at raising awareness of effective methods which can be applied in order to prevent students’ dropout. Besides, it draws attention to what can be achieved not only at individual, but also at a school level in terms of dropout prevention.

5. Action Place:

The action took place in 10 schools (4 elementary and 6 high schools) on the territory of the Republic of Serbia (3 of them on the territory of Vojvodina) during three school years: 2014/2015, 2015/2016, and 2016/2017.

6. Technical and financial Partnerships:

UNICEF Belgrade
Ministry of Education, Science and Technological Development
Ministry of Youth and Sport
Ministry of Labour, Employment, Veteran and Social Affairs
Ministry of Health



National Educational Council
Council for Vocational and Adult Education
National Institute for Social Security
Team for Social Inclusion and Poverty Reduction
Swiss Agency for Development and Cooperation
Institute for Evaluation of Education Quality

7. Target young people:

The project targets elementary and high school students.

8. Description of the action:

The sample consisted of 10 schools. The selection of the schools was based, above all, on the number of students under the risk of dropping out, on the one hand, and teachers' motivation to participate, on the other.

The model consists of three components:

- 1) Early warning intervention system – EWIS
- 2) Prevention measures (at school, parents and peers level)
- 3) Strengthening the capacity of schools and activities that affect changing school culture

Evaluation of the effectiveness of the model was based on a quasi-experimental design (pretest-posttest without control group).

Qualitative and quantitative analyses were conducted before, during and after the implementation of the model in order for changes to be registered.

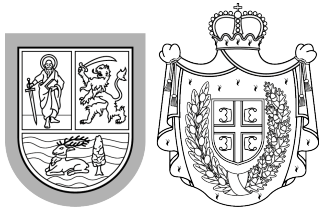
Instruments used:

- Questionnaire for Assessing the Existing State of Affairs in Schools.
- Instruments (applications) for Identifying Students at Risk of Dropping Out.
- Focus Group of Teachers, Parents and Students.

9. Results:

Results indicate that schools managed to decrease the level of a students' dropout significantly, in comparison with the time prior to the application of the model. The rate of students' dropout decreased by 66%. Grade repetition rate was decreased approximately by 23%. Absenteeism rate dropped at around 30%. Since the chosen schools were those with the worst working conditions, it can be concluded that the model could be successfully applied on schools with better conditions.

The main result of a qualitative analysis indicates the importance of an internal process which followed the implementation of this model. It is the process of change in perception of the role of a teacher – from a narrowly understood role of an expert in the subject, to the role of a person with an important social responsibility in the educational system, which includes the care for students.

**10. Keys of success and lessons learnt:**

The most important lesson learnt is that school can have a preventive influence even on the factors which are usually considered to be irrefutable, such as: extreme poverty, early pregnancy and marriage, serious problems of violence and serious behavioral problems.

Another important lesson refers that dropping out is an issue which is present at every stage of schooling. Finally, dropping out of school is a process, not an instantaneous decision of a student.

11. Sustainability of the action:

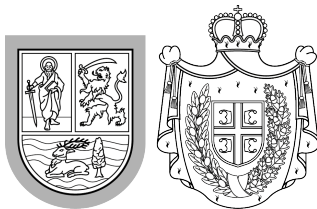
This model was defined as sustainable and can be easily introduced and integrated into the existing legislative framework since it relies on the existing human resources in schools and does not require additional funding.

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1. Type of Action – region/ country:

Prevention measures – Vojvodina in Serbia

Enabling education in one's mother tongue would stop and reduce school dropout and stimulate acquisition of knowledge and higher education.

2. Name of the action:

Providing equal opportunities to persons belonging to national minorities in acquiring formal education in one's mother tongue.

3. Background of the action:

Article 9, Paragraph 2 of the Law on the Basics of the Educational System ("Official Gazette of the RS", No.72/2009, 52/2011), 55/2013, 35/15-authentic interpretation, 68/2015 and 62/2016 – Decision of the Constitutional Court of the RS) prescribes that members of national minorities shall receive education in their own mother tongue. In specific situations it may be organised bilingually or in Serbian language, pursuant to the special law.

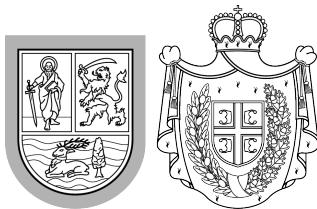
Article 12 of the Law on Primary Education ("Official Gazette of the RS", No.55/2013) prescribes that members of national minorities shall also receive primary education in the language and script of the national minority, that is, bilingually, if at least 15 students choose so when being enrolled in the first grade. A school may engage in educational activities in the language and script of a national minority, that is bilingually, for less than 15 students as well.

Article 5 of the Law on Secondary Education ("Official Gazette of the RS", No.55/2013) prescribes that members of national minorities shall also receive secondary education in the language and script of the national minority, that is, bilingually, if at least 15 students choose so when being enrolled in the first year. A school may engage in educational activities in the language and script of a national minority, that is bilingually, for less than 15 students enrolled in the first year as well with the consent of the Ministry in charge of education.

Article 9 of the Law on Adult Education ("Official Gazette of the RS", No.55/2013) prescribes that members of national minorities shall also receive adult education in their national language and script, that is, bilingually, if at least 50% students or candidates choose so when being enrolled in the programme. During the inclusion in the procedure of examining previous knowledge, a member of a national minority shall choose whether the procedure shall be conducted in Serbian or in their mother tongue.

4. Aims:

The aim of this legal possibility is to provide equal conditions for education to the members of national minorities in such manner that they will be able to choose whether to attend classes in their own mother tongue or not. Therefore, their participation in the educational process will be facilitated and they will be additionally motivated to stay in the educational process and acquire higher education in the future.



5. Action Place:

All educational institutions in the territory of the AP Vojvodina, especially in communities where members of national communities represent the majority population shall be included. In the territory of the AP Vojvodina, there are more than 20 different national communities and six languages in the official use. This fact contributed to the freedom of choice in terms of receiving formal education in one's mother tongue.

6. Technical and financial Partnerships:

The following institutions are responsible for realisation of these possibilities in technical and financial terms:

Ministry of Education, Science and Technological Development, Ministry of Finance, Provincial Secretariat for Education, Regulations, Administration and National Minorities – National Communities.

7. Target young people:

This measure includes all students from pre-school, primary and secondary educational institutions in the territory of the AP Vojvodina. As far as adult education is concerned, pursuant to the law, it is necessary to have at least 50% of members of the same national minority in order to be eligible to organise classes in their mother tongue.

8. Description of the action:

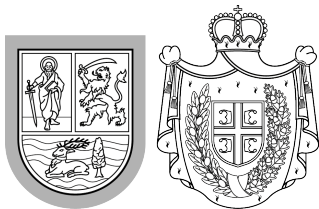
Children and young people aged 3-18 included in the educational system in the entire territory of the APV and who are members of the national minorities are entitled to receive education in their own mother tongue pursuant to the Constitution and laws of the Republic of Serbia. In this sense, educational programme in all educational institutions in the territory of the AP Vojvodina has been implemented both in the languages of national minorities. Apart from the programme in Serbian, classes are also held in: Hungarian, Slovak, Ruthenian, Romanian and Croatian, depending on the needs of the members of a particular national minority in a municipality.

9. Results:

By introducing this possibility for receiving education in languages of national minorities, education has become more accessible to the members of national minorities and thus they have been encouraged more to continue with their schooling even in higher education institutions. The great advantage lies in the fact that this provides continuity in education of people belonging to national minorities starting from pre-school institutions, primary schools to secondary schools.

10. Keys of success and lessons learnt:

Recognising the need of national minorities in the multinational community is the key of success. Implementation of these measures proved to be useful since it substantially facilitated receiving of formal education and made the educational system more accessible. Vojvodina has always been multicultural and multiconfessional environment where various national communities live in peace and harmony, respecting the differences, customs and culture of each other. By providing education in languages of national minorities, we continued to cultivate this multiculturalism and have regard for different values. As a result, a school subject entitled Learning mother tongue/language with elements of national culture



has been introduced which gave children a chance to get acquainted with the language and culture of minority national communities.

11. Assessment measures:

Every year, schools receive a questionnaire which provides an insight in the number of children receiving education in languages of national minorities after which the Information Booklet is written at the Provincial Government of the Autonomous Province of Vojvodina.

12. Sustainability of the action:

Since education in languages of national minorities is a constituent part of the Law on the Basics of the Educational System of the Republic of Serbia, its long-standing sustainability is guaranteed.

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1. Type of action – region/country

Prevention and intervention – Värmland/Sweden

2. Name of the action:

“The Young People of Värmland”

3. Background of the action:

The Young People of Värmland is part of a joint effort for young people in Värmland, where method development and the development of new forms of collaboration is needed to create more efficient work methods and reduce the number of young people who drop out of school. Värmland has a low level of education and a high number of young people who have ended their studies prior to graduation and/or lack a complete school leaving certificate from compulsory or upper secondary school. This means that there is a risk of increased unemployment and that a large number of young people are excluded from the labour market. The Young People of Värmland is aimed at young people in compulsory and upper secondary school who are at risk of dropping out of school, and the project is funded by ESF (the European Social Fund). The project can be found in eight of the municipalities in the county (Eda, Grums, Hagfors, Karlstad, Kristinehamn, Säffle, Torsby and Årjäng) and is a collaboration between the municipalities, the Swedish Public Employment Service, the Swedish Social Insurance Agency, the County Council and the Coordination Councils in Värmland. The project is centrally organised by Karlstad Municipality together with the project The Future of Värmland. The project began in January 2016 and will run until February 2019.

4. Aims:

The aim of the project is to reduce the number of young people in Värmland who drop out of school and/or feel excluded. The goal is that the efforts included in the project will lead to more young people obtaining a complete school leaving certificate and an upper secondary degree as well as a better chance of entering the labour market.

5. Action Place:

The Young People of Värmland can be found in eight of the municipalities in the county, with activities in the local compulsory and upper secondary schools. The project is coordinated through an umbrella organisation stationed in Karlstad.

6. Technical and financial partnerships:

Participating municipalities (Eda, Grums, Hagfors, Karlstad, Kristinehamn, Säffle, Torsby and Årjäng), the Swedish Public Employment Service, the Swedish Social Insurance Agency, the County Council and the Coordination Councils in Värmland.

7. Target group:

The Young People of Värmland is aimed at young people between 15 and 24 years old who are at risk of dropping out of school.

8. Description of the action:

The Young People of Värmland is organised in tandem with the compulsory and upper secondary schools in the municipalities. Each municipality has their local sub-project with a project manager (100%) and a project team consisting of important functions within school, social services, leisure time activities etc. The umbrella organisation has a centrally positioned project coordinator (100%), controller (50%) and administrator (25%).

The project includes individual coaching and organisational efforts based on the following identified success factors:

- **Focus on the individual:** Basing the work on the abilities and needs of the individual.
- **Inclusive approach:** Working with an equal, accessible and non-discriminating perspective so that everyone feels included and welcomed.
- **Collaboration:** Schools, parents and other parties working together.
- **Flexibility:** Working with structures, work procedures, methods and content of efforts, both at an organisational level and through activities for separate individuals.
- **Follow-ups:** Continuously following up on attendance, school results and the well-being of the individual.

Efforts within the project include outreach activities, coaching, individual support/guidance, study and career counselling, student support, cognitive behavioural therapy, shorter training, health and wellness, group activities, educational visits, work practice and information about the labour market, etc. Activities for young people and staff will also be carried out to spread the horizontal principles of equality, accessibility and non-discrimination.

9. Results:

The project began its work with young people on 1 September 2016 and has not yet been able to follow up on any results. The project is continuously assessed (externally) and will measure young people's progression regarding e.g. attendance and school results, but will also measure the participants' health in collaboration with the County Council, as well as the participants' satisfaction with the efforts they have been offered. There have been no analyses of the data collected so far.

10. Keys to success and lessons learned:

No success factors have been identified since the project started recently. Through the organisation of the project there is, however, a lot of interaction taking place where people exchange experiences and promote good examples.

11. Assessment measures:

The project will be assessed externally. The County Council evaluates the participants' progression regarding health, and indicators like work and studies are gathered throughout the project.

12. Sustainability of the action:

There is an implementation requirement for the programme area in question and plans will be drawn up for the implementation of successful efforts.

13. Contacts:

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1. Type of Action – region/ country:

Prevention measures – Västernorrland / Sweden

2. Name of the action:

“The bridge”

Collaboration between primary and upper secondary school in Sundsvall municipality.

3. Background of the action:

The project with the partnership of educational authorities started at the turn of the millennium. Sundsvall municipality was one of the twelve participating municipalities in Sweden.

4. Aims:

Early identification of early school leavers at elementary school and provision of motivational interviews, tailored curricula and support on to upper secondary school.

The goal is to optimally support the student's development and education in the long term. The planning can aim towards further studies or employment or at least towards increased employability.

5. Action Place:

The main responsibility of the Bridge-project is based on the Introductory programme (IM) in cooperation with all elementary schools in the municipality of Sundsvall.

6. Technical and financial Partnerships:

The Children and Education management of the Municipality of Sundsvall is responsible for the budget. The budget is based on state aid to municipalities. Social authorities and Employment services are involved in the work of early detection of early school leavers.

7. Target young people:

The target group are youth between 13 and 20 years.

8. Description of the action:

IM belongs to the local upper secondary school. Several professional groups such as guidance counselor, social worker, special education, internship coordinator, school attendance team and Child and adolescent psychiatry collaborate in order to prevent school dropout.

Other organisations within the municipality, such as the Labour Unit, the stakeholders within the Municipal activity responsibility (KAA) and the Delegation for youth to work (DUA) are also involved in the work to gain knowledge about the needs of support for the student. This is to increase the opportunities to continue and develop the work which started in elementary school and facilitate the planning of measures of support and resources in upper secondary schools.

9. Results:

Each academic year we meet more than 100 students. Each of them gets individual study plan. Students with high absenteeism at the elementary school often have high attendance when they start IM.

In an earlier evaluation the students say that they are better prepared for further studies after the information and because they are more involved in their own study plan. Those who refuse the offered place at IM have got the support they need via the KAA.

Educational and Student health staff get also benefits from early information about the student. They get knowledge about the needs and what to be prepared and offered to pupils according to the law.

10. Keys of success and lessons learned:

Two of the success factors are that we are able to meet the students more individualized where they are in their studies and that we together with the students and their parents can create study plans (curricula) based on each student's knowledge and conditions.

One of the lessons learned are that we need much more information what the students have achieved in primary school in order to minimize the risk of starting all over again which can affect the students' self-esteem in a negative way.

11. Assessment measures:

Documentation of the content during the bridge-meetings are the basis for submission to the new type of school, in this case from primary to upper secondary school.

12. Sustainability of the action:

The operations became permanent in our organisation. Evaluation is done every year.

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1. Type of Action – region/ country:

Joint effort among counties to prevent young people dropping out of school – Östergötland, Södermanland, Uppland, Västmanland, Örebro / Sweden

2. Name of the action:

#jagmed

3. Background of the action:

The proportion of young people in East Central Sweden (ÖMS) who have not completed their high school education in four years is approximately 24 percent. There are more women than men who complete secondary school. The proportions of men who do not complete secondary education are three to five percentage points higher than the corresponding proportion of women. On the preparatory study programs, the proportion of students who did not complete upper secondary school after four years is 15%, while the corresponding share of the vocational programs is 23%. The group of young people who find it difficult to gain a foothold in the labour market also includes newly arrived young people with varied educational backgrounds and young people with disabilities. Deficiencies in basic and secondary education are one reason why persons with disabilities in general have a lower level of education than the rest of the population. As the rest of the population, women in both of these groups have generally higher level of education than men.

Young people, 15 to 24 years, dropping out of school without pass grades, are at risk of illness and find it difficult to enter and find a permanent job on the labour market, than those who have achieved passing grades. There are however low skilled jobs available on the labour market but young people without pass grades cannot compete with young people with complete grades. Dropping out of upper secondary school in the ÖMS region presents challenges in terms of interventions to support young adults for a re-entry into education or work.

4. Aims:

Joint effort to prevent and reduce the number of dropouts and academic failures. Help young people to return to studies or internships/work and get a permanent affiliation to the labour market.

5. Action Place:

The project will be implemented in the form of a 30 sub-projects at schools and in a number of municipalities and 33 municipalities from the five regions in East Central Sweden- Östergötland, Södermanland, Uppland, Västmanland, Örebro.

6. Technical and financial Partnerships:

The project #Jagmed, is funded by the European social fund (ESF). Each project initiative set its own goals within the framework of the project described above. Collaborative partners include Swedish Public Employment Service (Arbetsförmedlingen), Swedish

Social Insurance Agency (Försäkringskassan), municipal administrations, county councils and enterprises in the various counties.

7. Target young people (age...):

Age group: 15-24

8. Description of the action:

- Helping young people 15-24 years who are at risk of dropping out or have already fallen off the education/labour market by early identification in order to receive individual support to return to education or to enter the labour market.
- Empowering young men and women entering the labour market, in particular by increasing the proportion who complete their high school education.
- Reduce the number of gender stereotyped choice of courses and jobs by widening their perspectives and choose schools/jobs from a broader perspective.
- Projects promoting non-discrimination perspective in its activities.
- The projects will promote accessibility perspective in their activities.

Ways to achieve these effects include:

- Development, testing, establishment and evaluation of new tools and methods targeting young people at the risk of dropping out of school
- Development, testing, establishment and evaluation of new tools and methods targeting young people who have already dropped out of school
- Lasting changes in the participating organizations.
- Permanent structures to be built for continued efforts to reduce drop-out rates from secondary school.

9. Results:

Project ongoing, results are expected to be available in spring 2018. Expected result are to show great improvement in empowering young people and help them return to education or to enter the labour market.

10. Keys of success and lessons learned:

N/A: The project is still ongoing, too early to tell.

11. Assessment measures:

After project completion, estimated spring 2018, assessments will be made. Including and evaluation of new tools and methods targeting young people at the risk of dropping out of school and young people who have already dropped out of school.

12. Sustainability of the action:

The project is expected to deliver permanent structures for continued efforts to reduce drop-out rates from secondary school. The project is also expected to further enhanced collaboration among the participating organizations.



Region Örebro län



Region Uppsala

13. Contacts:

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1. Type of Action – region/ country:

Prevention measures – Østfold / Norway

2. Name of the action:

Changing subject “Physical exercise/Sports”, the “KRØ”-project.

3. Background of the action:

Physical exercise/sports were very competitive and not valued by the non-sporting students.

Lessons with the subject “physical exercise”/”KRØ” had a high level of absence due to truancy.

In a broader view, absence in PE/Sports was seen in a chain:

Students stop attending unpopular PE/Sports early in the school-year →

This absence and achieved absence-competence infected other subjects →

Students get an all-over high level of absence, starting with the PE/Sports → Drop-out.

The level had to come down in the PE/Sports subject, and a reasonable level might help breaking the negative chain mentioned.

4. Aims:

- To get students to complete and pass, and with best possible results.
- To create a lasting desire to be physically active.

5. Action Place:

Kalnes vgs (Kalnes Upper Secondary School), Sarpsborg.

6. Technical and financial Partnerships:

- Public Health, Østfold County.
- Østfold University College, following our work through the project.
- Sarpsborg municipality.
- Principal and management at Kalnes vgs.

7. Target young people (age...):

Students at the age of 16 to 19-20 years old.

8. Description of the action:

The main element with the action was to change from a competitive focus in the exercise lessons, to a focus of the joy of being physically active. As an example, for running, there was a goal to reach a predetermined time throughout a course, both as a group and individually, instead of running for the best time.

9. Results:

- (Kalnes is not a very big school – approx. 80 participants)
- About 80 % of the students chose “joy of physical activity” over “joy of sport/competition”.
- The presence in lessons increased markedly. More students say they mastered the tasks better.
- By higher presence, the students avoid remarks for absence.



- Higher presence in other lessons.
- The feeling of mastering a task, also got influence in other subjects.
- More happy and satisfied students.
- They experience physical activity as positive.
- Students are more active in their spare time.
- Some few more hours are needed to plan the lessons, still probably some fewer hours needed to follow up the students due to absence.

Results based on student query and ordinary absence registration.

These are all indicators that the main goal of the subject is getting closer, that is “Create the lasting desire of being physically active”

10. Keys of success and lessons of the action:

- Get an overview of the present situation at the lessons and make a plan.
- Focus on getting all students involved, even if they have forgotten to bring their sportswear.
- Define a coordinator to follow up the standards for “health oriented schools”.
- By changing the focus, more students “lowered their shoulders” and started participating at the lessons.
- Cooperate and coordinate with the support system for the students: Counselling, healthcare, and others.

11. Existence of assessment measures:

- Drop-out of school has decreased after actions has been carried out (but remember: a small amount of students in the project).
- More students passed the subject “physical activity”.
- Through queries, the students expressed that this was a positive action.

12. Sustainability of the action:

Other schools have carried out actions based on the same model used at Kalnes, the “Kalnes model”. The model is now a part of the normal operation for the subject PE at Kalnes vgs.

13. Contacts:

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SECTION II. INTERVENTION

1. Type of Action – region/ country:

Intervention Action – ALSACE / FRANCE

2. Name of the action:

Le dispositif d'initiation aux métiers de l'alternance (DIMA)”, that is to say, the Preparatory Training Programme allowing for further vocational training (in a wide range of sectors).

3. Background of the action:

We have 15, 500 apprentices in 33 apprenticeship training centers in Alsace which represent 3,5% of the apprentices in France.

Apprenticeship dropout in Alsace amounted to 26% in 2010 (32% at level V, 21% at other qualification levels).

The DIMA, that is to say the Preparatory Training Programme allowing for further vocational training: In 2009, a new law entered into force concerning a Preparatory Training Programme allowing for further vocational training at the national level: a young person aged 15 years old in lower secondary school, with school difficulties, is granted the possibility to spend a year doing an apprenticeship or a training period in a professional secondary school.

4. Aims:

First, combating school dropout and absenteeism in vocational secondary school and apprenticeship - training centers.

Second, setting up an individual professional project

Third, signing a two-year apprenticeship contract (level V qualification) or a three-year apprenticeship contract (level IV qualification), at the end of the DIMA training period

5. Action Place:

Alsace

6. Technical and financial Partnerships:

In 2012, secondary school received 686 applications, and we retained 320 DIMA successful candidates. The Alsace Regional Council spent 1,2 M€ at the regional level.

7. Target young people (age...):

- Young pupils of at least 15 years old who have a more or less specific idea of their professional projects in a given business sector.

- Pupils who have dropped out of the school system and have not yet completed compulsory school attendance.

8. Description of the action:

The DIMA training programme consists in a sandwich training course: work experience lasts between 2 and 4 months during the school year. The DIMA course starts at the beginning of the next school year, in both an apprenticeship-training center and a company. The training programme lasts one year. Interest in this training derives from a mix of general courses (60%) and job discovery from a professional perspective (40%). This training must provide meaning to pupils' studies.

Pupils are followed-up by 2 tutors: a pedagogical tutor (a teacher working in the apprenticeship-training center) and a professional tutor from a company.

At the end of the DIMA training programme, pupils can sit the exam *Diplôme National du Brevet* (School certificate) as well as the *Certificat de Formation Générale* (certificate of general education) (exams that French pupils sit at the age of 15).

Pupils can:

- Follow their studies in apprenticeship: they can sign an apprenticeship a two-year contract (level V qualification) or a three-year contract (level IV qualification) at the end of the training.
- Follow their studies in a vocational secondary school for 2 years (level V qualification) or 3 years (level IV qualification)
- Enter general secondary school
- Get back to lower secondary school

9. Results:

276 young people (86%) are following their qualification:

- 198 young people are apprentices (62%) in a vocational and educational training
- 75 young people (23%) keep up with their qualification in an upper secondary school
- 3 young people (1%) went back to lower secondary school after their DIMA training
- 36 young people have not yet found a solution (11%)

At the end of the DIMA training programme, 78% of pupils obtained a certificate of general education (exams that French pupils sit at the age of 15)

The rate of absenteeism was of 6% during the training periods.

The DIMA dropout rate: 7 % (23 young people)

10. Keys of success and lessons learned:

The DIMA's coordinator has a big role to play in following-up pupils' experience at the workplace, in forging young people's career paths, in assessing progress with families, in facilitating the search for apprenticeship contracts or in finding other partners for tackling social problems.

11. Assessment measures:

An assessment is organized each year with all the technical and financial partners.

12. Sustainability of the action:

This action is developed all years.

13. Contacts:

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1. Type of Action – region/ country:

Preventive and **intervention** measure – Brussels-Capital Region and Walloon Region/Belgium

2. Name of the action:

“The School Mediation Unit” is a unit that intervenes in secondary schools of the Wallonia-Brussels Federation in order to manage conflict situations involving a student and to fight against absenteeism and school drop-out.

3. Background of the action:

Having emerged in 1993 in the Brussels-Capital Region as an experimental measure and then instituted by the Decree of 30 June 1998, school mediation is a service of the Wallonia-Brussels Federation that is made available to secondary schools.

This availability currently varies depending on the Regions. Thus we see:

- regular office hours assigned to half of schools in Brussels, and a “mobile” availability in the other schools in Brussels not served by these regular office hours;
- an exclusively mobile availability in the Walloon Region.

The decree of 21 November 2013 reaffirms the basis of mediation as an “interface” in the school world between persons involved in conflicts, deadlocks, concerns over relationships, and who are looking to resolve these. The mediator intervenes as a “third party” and performs their duties in a neutral way, structurally independent from the Wallonia-Brussels Federation educational system and the different authorities in place.

4. Aims:

The School Mediation Unit for the Wallonia-Brussels Federation is responsible for preventing, through its third-party mediation actions, violence, school drop-out and absenteeism in ordinary and specialised secondary schools.

The mediation seeks to promote, preserve or re-establish the climate of trust that must prevail. Thus, there are two primary types of situations in which mediators intervene:

- situations of tension/conflict in the relationship between students, one or several student(s) (possibly a class) and one or several staff member(s), a student and their family and the school,
- situations of irregular school attendance by a student who is absent without justification, situations in which the relationship between the student and the school is broken.

The work of the mediator aims to provide those in conflict a space in which each person’s role and the meaning of school activities can be questioned and embraced by the persons themselves.

5. Action Place:

In the Brussels-Capital Region, the participants are internal: the mediators are present in



schools throughout the school year. The Service also accepts requests from schools in Brussels that have no internal mediators available.

In the Walloon Region, participants are external: the mediators cover a specific geographic area and intervene individually or as a group in schools, without being assigned there.

6. Technical and financial Partnerships:

The School Mediation Unit is a public service of the Wallonia-Brussels Federation.

Moreover, within the framework of their daily work, school mediators establish all the partnerships that seem relevant to them, primarily with Psycho-Medical-Social Centres (CPMS), Youth Aid units (Services d'Aide à la Jeunesse or SAJ), Open Environment Aid units (Services d'Aide en Milieu Ouvert or AMO), Staying in School Support units (Services d'Accrochage Scolaire or SAS), family planning centres, etc.

7. Target group:

The School Mediation Unit intervenes on behalf of students attending ordinary and specialised secondary schools.

8. Description of the action:

There are 56 full-time equivalent mediators in the Brussels-Capital Region that have regular office hours in approximately 50 ordinary and specialised secondary schools, and “mobile” availability in the hundred or so other secondary schools in Brussels.

There are 30 full-time equivalent mediators in the Walloon Region, serving approximately six hundred secondary schools in Wallonia. The mediators cover a specific geographic area and intervene individually or as a group in secondary schools, without being assigned there. The School Mediation Unit intervenes at no charge, at the request of a student or several students, a parent, one or several teachers, an educator, a member of the management team, an outside unit, etc.

Practically speaking and depending on the situation, the mediator begins by analysing the request then, depending on the needs, meets with the concerned parties, sets up a mediation process between the concerned parties, and/or calls on the necessary partners. All this for the purpose of letting the concerned parties find and/or carry out their own solutions.

Mediation, thus, is a process by which to repair, manage, or create a social relationship, in which an impartial and independent third party attempts, by organising interviews, to help persons improve a relationship or settle a conflict that is confronting them.

9. Results:

Each year, the School Mediation Unit for the Wallonia-Brussels Federation prepares an activity report covering the previous school year.



School Mediation Unit for the Brussels-Capital Region

For the 2014-2015 school year, 8466 mediation situations were dealt with in the Brussels Region. Among those cases, 3994 (48%) concerned issues of absenteeism/dropping out of school and 2352 (28%) concerned issues of conflict/tension. The other situations corresponded more to prevention (listening, information, liaison).

School Mediation Unit for the Walloon Region

For the 2014-2015 school year, 2403 cases were dealt with in mediation in the Walloon region. Among those cases, 2022 (84%) concerned issues of absenteeism/dropping out of school and 344 (14%) concerned issues of conflict/tension. The other cases corresponded more to prevention (listening, information, raising awareness).

10. Keys of success and lessons of the action:

There needs to be better communication in the schools about the special features of mediation and the conditions that are necessary for it to play its preventive role.

The mediation space constitutes a vantage point from which to observe what is playing out in the schools between the different people in the school, misunderstandings, tensions, conflicts that reveal divergent, sometimes opposing interests. When it comes to young people at risk, the issue of dropping out of school often appears as a symptom of a lack of direction. These misunderstandings often originate in the gap between the school culture and the ideas these young people have of school, as they not see its purpose or all the opportunities that education offers them. This reality justifies the earliest intervention by mediation possible, in order to provide a space where the meaning of school activities can be made explicit and where the relationship between the actors can be mended.

The effects of school mediation can be observed at different levels, depending on the work done, the number of meetings that took place, and the commitment of each to the mediation process. It allows, among other things:

- to take responsibility for oneself, take back control over one's life experiences and choices ;
- broaden one's perspective, take a step back/see the big picture;
- become aware of other people's interests and needs;
- feel heard and understood by others;
- bring back/improve the dialogue;
- improve mutual trust;
- improve the climate of trust and safety within the school;
- develop a sense of belonging among the people in the school;
- formulate new rules for living together.

11. Assessment measure:

An in-depth enquiry into the professional culture of school mediators was carried out in 2012 by the Centre for Sociological Research and Intervention at the University of Liège.



Wallonie



FÉDÉRATION
WALLONIE-BRUXELLES

In addition, the Monitoring Body for school dropout and violence is responsible for preparing a report evaluating various measures, among which is the School Mediation Unit. This report is sent to the government.

12. Sustainability of the action:

This measure is permanent to the extent that the missions of the unit have been set by decree:

- The decree of 21 November 2013 on various school measures promoting the well-being of young people in school, staying in school, school violence prevention and support during the educational counselling process.

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Directorate-General for Compulsory Education

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1. Type of Action – region/ country:

Intervention measures- Hampshire County /United Kingdom

2. Name of the action:

‘Future All’

3. Background of the action:

‘Raising the Participation Age’ (RPA) legislation in the UK puts a duty on all young people to participate in education or employment with training until they reach the age of 18. Local Authorities have a duty to support young people to participate, ensure there is sufficient and appropriate post-16 provision available, and track the destinations of young people at age 16 in order to support those who are not participating (‘NEETs’)

The ‘Future All’ programme aims to reduce the numbers of NEET young people in Hampshire in partnership with other local authority services and third sector organisations

4. Aims:

To identify young people who are not participating in education, employment or training, and to support them to re-engage. To ensure they progress to a positive outcome which meets their duty under RPA legislation.

5. Action Place:

Hampshire County Council area (2 teams covering the North and South of the county, including the Isle of Wight)

6. Technical and financial Partnerships:

Schools make an annual financial contribution to the cost of employing the EPT team. This team is responsible for identifying NEET young people and signposting them onto Future All providers so they can access support

Resources have also been secured from:

- DWP (16/17 NEET pilot and Flexible Support Fund for 18 year olds) and
- Southampton and Portsmouth City Deal (for targeted activity in certain districts)

Data sharing agreements are in place with schools and colleges

Contracts have been let through a commissioning process to 2 third sector organisations who work with NEET young people in their local communities.

7. Target young people:

NEET young people age 16, 17 and 18 in the Hampshire County Council area

8. Description of the action:

The model is to provide a cohesive package of activities to support NEET reduction, reduce youth unemployment and promote the full participation of young people in education, employment or training. It includes initial engagement, assessment and action planning; a re-engagement activity dependent on the young persons’ needs and aspirations, and a progression outcome which meets RPA requirements for participation in employment with training.

Activity was commissioned to 4 third sector providers on a 'payment by results' basis

Part of the requirement was to work in partnership with Hampshire Futures' EPT Team and other local authority support services for young people to ensure a co-ordinated approach.

9. Results:

The numbers of young people who are NEET or unknown have reduced considerably as follows

	2013-14 yearly average	2014-15 yearly average	2015-16 yearly average
16-18 NEET %	5.45%	4.26%	2.89%
16-18 NEET number	2,173	1,512	1,082

	Feb 2015	Feb 2016
Not known %	14.2%	4.36%
Not known number	5,922	1,796

The commissioned programme (third sector) has so far worked with 89 young people (Sept 2015-Jan 2016), progressing 39 of these into a positive outcome (44% success rate)

10. Keys of success and lessons learn:

The key to success is a multi agency approach working alongside the EPT team, schools, colleges, other specialist support services, and the third sector.

Effective and timely data sharing is important, so we are able to quickly identify young people who have not successfully progressed to a post-16 destination, or who have started a course and then dropped out.

The funding contribution from schools and other agencies has enabled more resources to be targeted and used effectively to support young people

The commissioned model has adopted a 'payment by results' contracting approach which ensures good value for money and effective monitoring and data returns.

11. Assessment measures:

Reduction of young people age 16-18 who are NEET

Reduction of young people age 16-18 who have an 'unknown' destination

% of young people progressing to a 'positive outcome'



12. Sustainability of the action:

Funding to support the EPT team is agreed by schools on an annual basis, however the government is currently consulting on changes to the way in which schools are funded, which makes the longer term sustainability uncertain.

We have agreed funding contributions for 2015-16 from DWP and 2015-17 from City Deal. We are currently looking to identify further funding options for the programme for 2017 and beyond.

13. Contacts:

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1. Type of Action – region/ country:

Intervention measures- Hampshire County /United Kingdom

2. Name of the action:

Hampshire Youth Investment Programme (HYIP)

3. Background of the action:

A corporate response to addressing youth unemployment, supporting young people's participation (with a focus on young people in the care of the local authority) and meeting the future skills needs of the HCC workforce. Prior to this initiative, less than 4% of the workforce was aged under 24 years.

4. Aims:

To provide 1000 youth employment opportunities (850 Apprenticeships and 150 Traineeships) between 2013 and 2018

5. Action Place:

Hampshire county council area; departments within HCC

6. Technical and financial Partnerships:

Initially the Traineeships programme was financed by HCC budgets. Since 2013 the programme has been remodelled to draw down central government funding from the Education Funding Agency (EFA), with HCC funding being used to provide an additional bursary payment for young people, rewarding participation, performance and completion. Apprenticeship training costs are drawn down from the Skills Funding Agency. HCC covers the costs of employing a 'Recruitment, Support and Progression' team, providing pastoral support to young people and promoting recruitment onto the programme.

7. Target young people (age...):

Traineeships: young people age 16-19 who are either in care or leaving the care of the local authority. May be extended to other vulnerable NEET young people in 2015.

Apprenticeships: are open to all age groups, but targeting age 16-24. Young people aged 16-18 training costs are fully funded; age 18+ must be funded fully or partially, with costs usually being met by the employer.

8. Description of the action:

Traineeships are supported employment opportunities for young people, helping them to gain direct experience of the workplace. They are paid a bursary and a bonus for performance and completion. They undertake an induction programme with the University of Winchester and are placed with an HCC department for up to 6 months. They have access to accredited qualifications through the Princes Trust and will undertake literacy and numeracy skills. They are supported by a team of dedicated staff who will liaise with the host department and other professionals, e.g. social workers, who are involved with the young persons' care. After completion of the traineeship young people are supported and encouraged to progress onto a full Apprenticeship, or other positive destination such as college or a job with training.

Apprenticeships: HCC has a corporate 'Apprentice First' policy which means all entry level jobs should be advertised as Apprenticeships unless there is a business reason why this is



inappropriate. The jobs are usually full time permanent positions in HCC, with an accredited framework of training attached.

9. Results:

170 young people to date have started on the Programme.

50% of Trainees have progressed to a positive outcome.

63.8% of Hampshire care leavers progress to education, employment or training

Ofsted 2014: 'Good' – 'strong focus on increasing the life chances of care leavers'

Feedback from young person: 'life-changing'

10. Keys of success and lessons learn:

The key lesson learnt was a better understanding of the intensive support needs of young people leaving care and the high level of resource required to ensure they stayed on the programme.

The key success is a raised profile of Apprenticeships and traineeships within HCC and senior level and political support for the scheme. This will help to ensure that the target of 1000 opportunities by 2018 is met.

11. Assessment measures:

Young people recruited onto the scheme

Availability of job/work placement opportunities within HCC

Numbers of trainees progressing to a positive destination

12. Sustainability of the action:

Initially the programme was funded by HCC core budgets, which are under pressure from central government grant reductions. The traineeship programme has been remodeled to use direct delivery funding from central government, with HCC covering the costs of employing the support team and the bursary for young people. For apprenticeships, the costs of training are covered by central government for young people 16-18 and part funded by the employer for older apprentices.

13. Contacts:

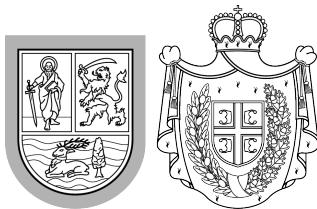
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1. Type of Action – region/ country:

Prevention and **Intervention measures** – Autonomous Province of Vojvodina / Serbia

2. Name of the action:

“Roma Girls’ Education Initiative”

3. Background of the action:

The project was implemented by CARE Serbia and the local partner organization Novi Sad Humanitarian Centre (NSHC), with the financial support of the Telethon Fund, CARE Norway, in the period from December 1, 2010 to January 31, 2012.

The Roma represent the most vulnerable and discriminated ethnic group in the South East Europe. They face poverty and marginalization, lack of basic living resources, poor housing conditions, low level of education and extremely high unemployment rate, as well as discrimination and strong dependency on social assistance. Roma children grow up in an environment of exclusion, prejudice and poverty affecting every area of their lives. In many Roma communities, lack of understanding for the importance of girls’ education prevails. Low education, early marriage, and economic and social dependence of Roma women disempower them. Women are less educated, have lower literacy levels, and lower employment rate than Roma men.

The *Roma Girls’ Education Initiative* project addressed the underlying causes of the under-representation of Roma girls in the educational system and their high drop-out rate.

4. Aims:

The project aims to contribute to the availability and quality of Roma girls’ education through improved institutional support to Roma girls, improved availability of educational institutions to the needs of Roma girls, and through increased awareness and knowledge of the importance of education for girls in the Roma community.

The project addresses the multifaceted nature of the problem through a three-fold approach:

Individual level: Roma girls are empowered to speak up about educational issues through the work with youth groups, their presence and visibility are increased, thereby adding to their voice within the community;

Community level: Roma parents are involved and cooperating with educational institutions, and Roma community is empowered to support the education of girls;

Institutional level: capacities of local stakeholders important for Roma girls’ education are strengthened and policy implementation is improved.

5. Action Place:

The Project was implemented in two municipalities (Novi Sad and Becej), in the Autonomous Province of Vojvodina, Serbia.

6. Technical and financial Partnerships:

Roma communities

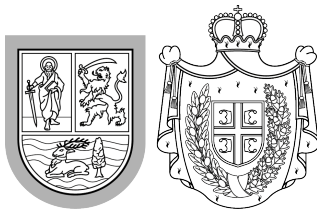
Local schools

The Provincial Secretariat for Labour, Employment and Gender Equality

Province Institute for Gender Equality

Municipal governments

Ministry of Education



7. Target young people (age...):

Roma girls at primary and secondary schools (7 to 18 years old) throughout Vojvodina, with a focus on secondary school

8. Description of the action:

Work with youth groups in Becej and Novi Sad

Two groups of young people (consisting mainly of Roma girls but also boys and non-Roma; the total of 21 young people) were involved in generic and forum theatre trainings, meetings with mentors, study visits, forum theatre creation and performances, local actions and media presentations. On an individual level, Roma girls were empowered to speak up about educational issues both in their own community and beyond. Both youth groups' members became role models for Roma communities and to their peers. These activities contributed to recognizing the importance of education in Roma community itself.

Lobby and Advocacy Group on Roma girls' issues

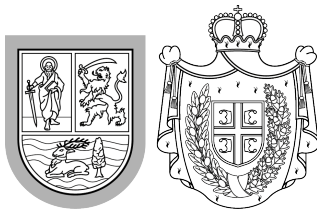
Functional Lobby and Advocacy Group (LAG) with 10 representatives of institutions and NGOs relevant for Roma issues was established. Numerous activities (meetings, individual and group actions, round tables, conference etc.) have built capacities of local stakeholders important for Roma girls' education and have contributed to improvement of policy implementation. The issue of Roma girls' education has been raised among numerous stakeholders in Vojvodina, namely primary schools and local authorities dealing with education. Individual cases were identified and reported to the officials, in order to raise awareness and change the attitudes of ignorance and indifference regarding Roma girls' dropouts, or school enrolment. School officials showed increased interest for keeping records of school attendance of Roma children and for cooperation with Roma parents as well.

Work in Roma community – Roma parents in four Roma settlements

On a community level, Roma parents were included in order to empower Roma community to support the education of girls and to provide a necessary precondition for future cooperation with educational institutions. Four Roma women were engaged as *facilitators*, with the task to mediate between the targeted Roma communities (parents and community leaders) and the targeted primary schools. Workshops were conducted to address the specific needs of Roma parents concerning parenting skills, communication, self-confidence and self-respect, self-help, gender equality, sexual and reproductive health. Cooperation and meetings in Roma settlements with parents ("*Roma Cafés*") as well as cooperation and meetings of Roma parents with school staff has contributed both to increased interest of parents for their children's education and to better understanding of Roma children's position by the school officials. Roma parents were encouraged to become actively involved in the school councils, thus influencing the improvement in availability of education for Roma children, primarily Roma girls.

9. Results:

Evaluation was carried out by the external evaluator in 2012 with the following results:



- **Parents have embraced the active role in supporting their children in education.** They have expressed the need for further education and empowerment creating a resource that needs to be developed and supported in the following period.

A total of 113 parents (mostly mothers) were reached, as well as 20 school teachers and officials. One parent from Novi Sad was appointed as a member of School Council in one of the primary schools. The progress was evidently made during work with parents regarding their attitude towards the education of girls, and recognition of their parenting role in the children schooling. “Roma Cafés” (joint meetings of parents and teachers) have contributed to the increased understanding of the school officials for the problems Roma face during education, and gave a special insight into different aspects of problems and obstacles regarding the education of girls.

- **Skills, self-confidence and self-respect of Roma girls have been strengthened.** There were 21 young people (12 girls and 9 boys, 15 Roma and 6 non-Roma; 10 Roma girls) reached with project activities.

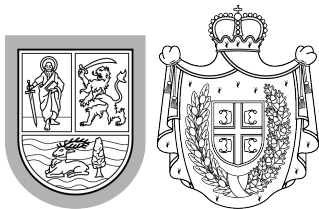
Generic trainings (24) were provided to two youth groups in order to build capacities for future activism within Roma communities. Three local actions were initiated and organized by youth groups. Local actions had media coverage and Roma girls had opportunity to speak about the importance of education. There were 32 theatre workshops/trainings with the purpose of creating theatre performances; 10 performances were held with more than 500 people attending and participating. Study visits were organized for both youth groups. Within study visits the young participated on International Festival of Forum theatre in Pula (Croatia), Conference “Roma Women today”, Sarajevo (Bosnia and Herzegovina) and Bitef Polyphony Festival in Belgrade.

- **Relevant local and provincial authorities have raised efforts to upgrade the educational level of Roma girls.** Functional LAG with 10 members was established with the main purpose to lobby relevant local and provincial authorities to raise their efforts in upgrading the educational level of Roma girls.

LAG and project team members established relationships with all the relevant educational institutions and organizations in Province of Vojvodina. 12 individual cases were identified and reported to the officials, in order to raise awareness and change the attitudes of ignorance and indifference regarding Roma girls’ dropouts, school enrolment, domestic violence, human trafficking etc. Schools’ officials show raised interest for keeping records of school attendance for Roma children and for cooperation with Roma parents as well. A one-day conference “Roma Girls Education: Opportunities and Challenges” was held in Novi Sad, with 53 representatives of 24 primary schools attended by Roma children, from 15 municipalities in Vojvodina.

10. Keys of success and lessons learn:

The project was fully relevant to the context in which it was implemented. Through its various and numerous initiatives and activities the project contributed to the availability and quality of Roma girls’ education.



Both youth groups served as role models to Roma communities and to their peers. A number of group members raised the interest for their own education and some of them continued their schooling interrupted before participation in this project. The changes achieved based on project activities were most noticeable with the Roma girls who have become “agents of change”, facilitating larger processes of social change.

Institutional support to Roma girls and accessibility of educational institutions to the Roma girls’ needs have improved. Awareness and knowledge about the importance of education for Roma girls in the Roma community has increased.

Work in Roma community with Roma parents ensured a long-term support to Roma girls’ education. Roma community became empowered to support the education of girls and to provide a necessary precondition for future cooperation with educational institutions.

11. Assessment measures:

Evaluation of the programme “Roma girls’ Education Initiative” was carried out by the external evaluator in 2011/2012.

12. Sustainability of the action:

Sustainability has been achieved to a certain extent at different levels. At the individual level, Roma girls and boys were empowered to speak up about educational issues. At the community level Roma parents as well as Roma facilitators were empowered to support the education of girls in the future. At the institutional level, capacities of stakeholders important for Roma girls’ education as well as policy implementation were improved.

13. Contacts:

Best practice example comprised by:

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1. Type of action – region/country

Intervention measures – Värmland/ Sweden

2. Name of action

Ung Horisont

3. Background of the action

The project was launched after politicians and management of Karlstad Municipality identified a need of extra support which was to be aimed at the target group, young people between the ages 15-20, that are neither working nor studying. Both the school head masters and the head of social offices agree that they have to join forces against the escalating problem with youth exclusion.

In addition to the plans and strategies mentioned above, Horisont's work is based on the established national youth politics; good living conditions for all young people and the power to shape their own lives. Moreover, they should have influence over the development in society and the political goals for equality between men and women. Furthermore, integrating the law against different kinds of discrimination and the mechanisms behind them are important parts of the project.

To motivate the target group, 15-20 year olds, to resume their academic career if possible, is the project's primary focus. Alternatively, Horisont can offer other forms of support to enhance the participant's prospects to establish themselves in the work market. The key is to be in close cooperation with the Unemployment Agency.

Statistics, as well as experience, show that inequality between men and women, inaccessibility and discrimination are evident problems in the education- and work sector. That is why these areas are being prioritized.

Statistics also show, that the young people that drop out of school are predominantly boys/men.

Ung Horisont's goal is to offer young boys/men and girls/women between the ages 15-20 the support that they need to get their upper secondary school certificate and/or qualify for higher education, regardless of their gender, abilities or background. To succeed, an extensive work to integrate equality, accessibility and antidiscrimination in the project is necessary.

4. Aims

That young (15-24yrs), unemployed men and women increase their level of participation in education and employment.

5. Action Place:

Karlstad municipality

6. Technical and financial partnerships

The project is financed by the European Social Fund (ESF) and the municipality of Karlstad. This action is regulated in the Education act. It is therefore a collaboration between all the different agents which meet young people who fall into this category.

7. Target young people:

Young people between the ages 15-20

8. Description of the action

Actions will be taken to remedy the escalating problem with youth exclusion, that is, young people that are neither working nor studying (NEET). This will be achieved by means of the reinforced resources to the already established programme Horisont. Horisont targets young people between the ages 15-24 that are neither working nor studying.

The project Ung Horisont is closely entwined with the existing action Horisont and its well-documented methods.

The quality of the activities directed at the participants have to meet the need of support from the target group, young boys/men and girls/women (15-20 year). Due to this action, young people will gain better health, personal growth, increased knowledge about education and work and society as a whole. All this, regardless of gender, abilities or background. This will ultimately lead to an increased sense of inclusion, higher quality of life and reduced youth unemployment rates.

The main focus of this project is to motivate the participants to resume their studies. If this is not an option, the target group needs the right support to be able to move closer towards employment and be registered at the Unemployment Agency.

9. Results

Reduced unemployment rates and an increased number of young boys/men and girls/women in the municipality of Karlstad, regardless of gender and/or abilities, that start and/or finish an upper secondary education. Added support will be offered to those with different forms of disabilities and immigrants.

Every participant with different forms of mental and/or physical disabilities has the right to the support that enables them to study and/or work.

All participants, will be informed of their rights regarding discrimination and will be treated equally within the project.

All participants, regardless of their background, will be offered the right support to enable the possibility to study or work.

10. Keys of success and lessons learned

With the structure of the existing action Horisont as a foundation, the project Ung Horisont has well-documented methods to rely on. Additionally, the workshops conducted with the staff, management and participants during the idea stage will be taken into consideration. Since the participants are school dropouts, the report *10 orsaker till avhopp* (10 Reasons for School Dropout) written by *Unga I Arbetslivet* (Young People in the Work Sector) will be a useful asset when planning activities for the participants within the project.

In this report, they isolate a top ten list of the most common reasons for young people to drop out of school:

1. Bullying, Social exclusion
2. Lack of educational support in school.
3. Adults that “don’t care”.
4. Being badly treated at school.
5. Inadequate educational support after long term absence (due to illness or substance abuse).
6. The need of more job training and less theoretical education.
7. Disordered school environment.
8. Choosing the wrong pedagogical approach.
9. Neuropsychiatric disabilities that are undetected during the course of the school years.
10. Bad home environment.

Horisont, is based on three building bricks; health, education and work, in that order. Health always comes first. Health, self-esteem and confidence is a precondition to be able to benefit from the different actions and make a long term plan for the future.

Health, self-esteem and confidence are not isolated action, they cut across all areas of the project. The work to strengthen the participants’ self-esteem and self-image is continuous. That they can feel able and increase their self-worth is key ingredients in the project. To be able to achieve this, building trust between the participants and adults in their surrounding environment is highly important; staff, teachers, social workers etc.

In every survey conducted among the participants at Horisont, the result shows that the participants feel that the programme does not make a distinction based on gender. Furthermore, there is a high level of accessibility based on ability among the participants.

Horisont’s current work is already based on the assumption that 90% of the participants are diagnosed with psychiatric disorders and suffer from mental ill-health.

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1. Type of Action – region/ country:

Intervention at Swedish Folk High Schools – Västernorrland/ Sweden

2. Name of the action:

Motivating educators/teaching assistants

3. Background of the action:

There have been teaching assistants in the Swedish folk high schools for some time that is set to help the teachers in the classroom and help them create good conditions for learning. It could be by sitting next to someone, working with a small group, assisting the disabled with for example recording of study literature and transport around the school during the day.

4. Aims:

The aims are to keep the student in school and preventing them from dropping out by helping them with the daily structure and study motivation. The task of the Motivation Educators is to work with the social problems that keep the students from succeeding in their studies. Their task is twofold: Their first undertaking is to help out in the classroom by being there and providing support during the actual learning situation. The second way is to work with the students problems, thereby removing obstacles that may lie in the way of the success of their studies. It could be working with the feeling of previous failures, self-esteem, family situation/problems, economy, children, a history of truancy, etc.

5. Action Place:

Folk High Schools in the whole country, Sweden has approximately 150 Folk High Schools from north to south. Some are boarding schools and some are city schools without lodging possibilities.

6. Technical and financial Partnerships:

If the school has students with special learning difficulties, diagnoses or physical disabilities - the folk high school can apply to the National institution for special education (SPSM) and get funding for the necessary assistance to these students. One of the folk high schools purposes is to be an alternative for people with special learning difficulties and therefore the grants are pretty generous. Around 85 % of the yearly salary can be funded by SPSM.

7. Target young people:

The Folk High Schools work with young people aged from 18 and up. Most of the students in the common course has a history of poor schooling and few grades from upper secondary school. Some are also dropouts before the arrival to the Folk High Schools.

8. Description of the action:

The motivation educators identify the student's social situation; they can therefore work with their specific problems and let their assistance become the most effective. Of course, the Motivation Educators work in close collaboration with the teachers, the study counselor, with the school board and mentors. When the mapping is complete, the Motivation Educator begins attending the situation and offer help and support in development.

If the problem is, for example, absence the student and the Motivation Educators create a plan together for how to deal with truancy, discussing the truancy problem and together with the student try to change bad habits and bad self-image.

If the student gets a warning call for mismanaging their studies and they get in risk of being rejected, the Motivation Educator participate in the talks with the headmaster. The student can make a commitment, as a part of the warning, to have continuous talks with the Motivation Educator. In case of illness or absence the student gets a call from the Motivation Educator. It's important that the student feels that he or she is missed by the school.

If the school is a boarding school it's included in the Motivation Educator's task to do visits at the lodgings in the evenings and weekends and also organize some recreational activities to build relationships with the students.

9. Results:

Each school do their own evaluations but a common experience is that absence from class gets less in schools with study support. The teachers work gets more concentrated on teaching and therefore more successful. The Motivating Educator is a vital member of the student health team and can often pick up what's going on when the teachers are not present.

10. Keys of success and lessons learn:

In order to become a Motivation Educator is required to have some form of training in counseling skills or experience working curative with people. Experience in, for example, to work with ART, MI, outdoor education or other dialogue based models. You could also have a background as a youth worker or equivalent. The Motivation Educators should have a solution-focused approach where you see opportunities instead of obstacles. There is no formal education for this profession.

11. Assessment measures:

SPSM requires reports from the school 2 times a year and thereafter decides the amount of funding for each school. This also motivates the schools to be attractive for students with special learning difficulties, diagnoses or physical disabilities.

12. Sustainability of the action:

SPSM gives funding for study support each year and has done so for many years.

13. Contacts:

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1. Type of Action – region/ country:

Intervention measures – Østfold/ Norway

2. Name of the action:

Regional Partnership for Career Guidance in a life-long perspective; secondary and upper secondary education.

3. Background of the action:

Regional Partnership for Career Guidance is a part of *The Regional Partnership for Career guidance in a lifelong perspective* in the county of Østfold. This originates from a national initiative to strengthen career guidance service to all groups in a lifelong perspective (pupils, students, adults). Cooperation between schools on different levels of education, the local business life and other actors play a central part in this work, along with a coordination of the activities and measures that takes place among the different actors that make up the partnership. The partners are municipalities, the Labor and welfare services (cf best practice; *Careers Centre Østfold*) and Østfold County Council. There are also other participants that take part in the collaboration in a less formalized way.

4. Aims:

According to the Education Act the pupils in secondary and upper secondary schools in Norway have a right to career guidance services. The school owners are obliged to offer these services and make them known to the pupils and their parents. The secondary schools are owned by the municipalities and the upper secondary schools are owned by the county council. The purpose of the partnership is to strengthen cross-sectoral cooperation between the school owners, and the cooperation between the career guidance practitioners.

The partnership for career guidance services aim at:

- Strengthen cooperation and coordination of the career guidance services
- Clarify roles and tasks of the different partners
- Strengthen the cooperation of career guidance services in order to support labourmarket policies
- Improve the quality of the career guidance services

5. Action Place:

There are many different actions taking place at different locations and at different times throughout the year. Some of the activities are directed towards the pupils, and some of the activities are directed at the career guidance counselors.

6. Technical and financial Partnerships:

The municipalities in Østfold and the county council finances the partnership. There is also an annual grant from the central government that can be used to develop the partnership.

7. Target young people (age...):

This part of the partnership targets youth at the age of 13-19, but it has a life-long perspective. The Careers Centre Østfold targets all adults over the age of 19 that are in the need of career guidance services. The aim is to reach all groups in need of career guidance services in Østfold.

8. Description of the action:

There are a number of different actions. Some of them aim at bringing the career guidance counselors together on a regular basis in order to cooperate and plan activities together. Some actions aim at giving the career guidance counselors new competences and/ or to keep them updated for instance on the developments on the labor market. Some activities are aimed directly at the pupils. One example of this is “Speed-dating” between pupils and employers in one of the regions in the county of Østfold. The aim of this particular action is to give the pupils knowledge of the possibilities on the local labor-market.

9. Results:

There are 17 municipalities and approximately 45 secondary schools and 11 upper secondary schools that now cooperates in a joint effort to improve career guidance services in Østfold. The municipalities and Østfold County Council cooperates on a strategic level. There are also other actors involved in different activities, in a less formalized way.

10. Keys of success and lessons learn:

It is important to start at the right administrative and/or political level before proceeding to the operative level. It is also important that someone is appointed to have the initiative, and to be the lead-partner.

11. Assessment measures:

The partnerships all started out as pilots, and was evaluated by an external evaluator after a period of two years. Based on the evaluation and other considerations and priorities it was made permanent.

12. Sustainability of the action:

There are written partnership agreements that are running indefinitely. The partnerships started as pilots. The first pilots were started in three of the regions within the County of Østfold in 2009, and the others followed within the next two years. Since then, all of the partnerships have been running permanently as they still are today. All of the written partnership-agreements can be terminated within a timeframe of one-year notice, up to this day, the question of terminating the agreements has not been raised.

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SECTION III. COMPENSATION

1. Type of Action – region/ country:

Compensation Action – ALSACE / FRANCE

2. Name of the action:

Innovative regional plan to experiment actions for young people aged 16-25 who dropped off the radar.

3. Background of the action:

A few statistics:

- 140, 000 young people leave the school system without any qualification, every year in France.
- There were 3,500 young people aged 16 years old and more in Alsace in 2013 (a 14% decrease as compared to 2012).
- A stock of 13,000 young people aged 15-24 years old without diploma and unemployed in Alsace in 2010.
- Around 2,000 young people who are dropped off the radar in 2010 in Alsace.

The French definition of school dropout:

Young people aged over 16 years old who have drifted away from school at large without any diploma, and who are therefore not pursuing further studies (young people with or without a level V degree (equivalent to such degrees as a Certificate of Professional Aptitude (CAP), or who have registered for a level IV degree (Baccalauréat) and have not obtained it).

After a conference organized in Strasbourg in 2011 regarding Combating school dropout, the Alsace Region organized several working groups (with 70 volunteering representative partners in charge of all the fields) to think about this problem and build an innovative specification and a regional plan to tackle the problem of the young people dropped off the radar. We launched a public call in November 2012 to experiment it for 2 years until the end of 2014.

4. Aims:

- To identify and mobilize young people dropped off the radar towards a professional path until they are autonomous
- To coordinating the local partners' actions thanks to a sole manager holding the responsibility of finding ways to resolve young people's problems. We required that the *Missions Locales*, a local association in charge of young people's employment and social problems must be the coordinator.

5. Action Place:

8 areas local urban areas, cities, disadvantaged areas in Alsace

6. Technical and financial Partnerships:

Different kinds of partners such as:

- The "Conseil Général" in charge of social problems
- Social Associations with the social worker

- Regional Education and Justice authorities
- Employment Actors
- Culture associations
- Health associations
- Sport associations
- Career and guidance counsellors
- Family associations
- Training companies such as the second-chance school

Alsace Region has allocated grants to:

- Project engineering
- The partnership coordination
- Innovative actions to mobilize the young people dropped off the radar

We have mobilized others public funding from staff from judicial or social services in charge of young people. We have 200,000€ available per year.

7. Target young people (age...):

Young people aged 16-25 who dropped off the radar (NEET) that is to say they won't a professional or social supporting.

These young people have often been confronted with different problems: underperforming at school, enduring social, health, family, mobility or behavior problems, all of them leading towards social exclusion.

8. Description of the action:

Step 1:

Regarding the mobilization of the partnership, the manager has built a shared audit of the area to identify:

- The realities of the area (cities, districts...)
- Young people's needs
- Volunteering partners
- Each partner's skills
- The current answers and their relevance

Step 2 consists of Elaboration of a global service offer

The manager implements a global service offer based upon a specification or partnership contract to:

- Coordinating the partnership and create a task force to define:
 - what each partner can do at each step,
 - how do the partners get together to connect together
- Opt for a common speech among the partners directed at the young people
- Implementing innovative actions to attract young people with their centers of interest

Step 3 consists of the Implementation of actions

- Some social workers look for young people in the halls of blocks of flats to talk about their problems and suggest that it is time that they get on.
- Arranging meeting with their parents
- The young people may come, sometimes, looking for a service (health, accommodation...) in the social and cultural centres)
- Sport coaches or Social workers helping young people can suggest that it is time that they get on.

Different kinds of mobilization actions to attract young people with their centers of interest:

- Individual and collective support
- General working group: sport, graphic art, cooking, theatre, movies, video games, mobility (to learn to drive), relooking
- Professional working group: learning to work as woodworkers, gardeners, discovering arts and crafts jobs, discovering different kinds of jobs in some companies, visiting different kinds of companies and apprenticeship centres;
- Testing paths with a mix of playful and educational activities: Job discovering in a working group with some playful approaches.

Registration as a job seeker:

It is necessary to have the set of actions to follow a training course, a work experience scheme

Building and validation of a professional projects

Supporting ESL by the partners on a long-term basis until autonomy is reached:

9. Results:

- 6 projects in 2013 / 283 young people in the action in Alsace / Costs: 153 400€.
- Boys (75%) are more represented than girls (25%). 69% of these young people have some cumulative difficulties such as underperforming at school and social and family difficulties.
- Young people dropped off the radar have spotted by the social and educational workers (57%) and directly by the Missions locales (43%).
- 56% of young people have validated their professional project and 27% have followed their thinking.
- 62% are registered as a job seeker at the end of the action.
- **42% are in a positive position** at the end of the action (11% in training and 31% in employment). Young people (30%) have a social and professional supporting.

10. Keys of success and lessons learned:

The achievement of this action depends of:

- the task force to speak with a common speech directed at the young people.
- Implementing innovative actions to attract young people with their centers of interest

11. Assessment measures:

An assessment is organized each year with all the local partners' operational and strategic management meeting

There is:

- An intermediary and final assessment regarding the following up of young people and the partnerships coordination
- Transferring the good experiences onto other districts

12. Sustainability of the action:

This action has been developing since 2013. We're going to go on this action from 2015 because results are interesting.

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1. Type of Action – region/ country:

Compensation measure – Brussels-Capital Region and Walloon Region/Belgium.

2. Name of the action:

“Staying in School Support” (SAS) provides assistance to young people who are at risk of dropping out of school, allowing them to resume their education as quickly as possible and under the best possible conditions.

3. Background of the action:

Following the entry into force of the decree of 30 June 1998 aiming to guarantee all students equal opportunities for social advancement, a pilot project co-funded by the Wallonia-Brussels Federation sectors of Education and Aid to Young People was launched in 2000-2001. Its focus was to provide temporary support for young people whose return to school was not possible in the very short-term or whose schooling had become difficult. The goal was also to strengthen the necessary partnership between the sectors of Education and Aid to Young People. At the conclusion of this pilot project, 12 Staying in School Support units (SAS) were approved in 2009.

4. Aims:

These support units welcome minor students on a temporary basis (during the day). Their mission is to provide social, educational and pedagogical assistance in addition to support related to the students’ family/living environment. The assistance the young people receive aims to allow them to improve the conditions for their learning and development. The goal with each instance of support provided is to help these students return to school or to a training programme that meets the requirements of compulsory education as quickly as possible and under the best conditions.

5. Action Place:

There are 12 SAS, 3 in the Brussels-Capital Region and 9 in Wallonia: Namur, Tournai, Mons, Montigny-le-Tilleul (on the outskirts of Charleroi), Wavre, Huy, Libramont and Liège (subdivided into 3 offices in Seraing, Waremme and Verviers). The support is provided within the SAS itself.

6. Technical and financial Partnerships:

The SAS receive equal subsidies from the Wallonia-Brussels Federation sectors of Education and Aid to Young people. They also receive funding for their employment from the Walloon Region and the Brussels-Capital Region.

While the young person is receiving support, the SAS organises a partnership with the minor's school principal (of the school the student attended before they started receiving support or the one they will attend after their support has ended), the director of the Psycho-Medical-Social Centre (CPMS) and the Enrolment Commission for the Zone (Commission Zonale d’Inscription or CZI), the representative and coordinating body or the decentralised commission.



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The SAS provides the partners involved (school, CPMS, Advisor or Director of Aid to Young People) with a regular summary of actions undertaken. When support ends, the SAS must, on the one hand, include the CPMS team in the process determining the minor's academic focus, and it can also contact the CZI, the representative and coordinating body, or the decentralised commission to help with the minor's return to school.

7. **Target group:**

The SAS can receive minors from pre-primary/primary and secondary establishments, ordinary or specialised, organised or subsidised by the Wallonia-Brussels Federation who are:

- excluded from an establishment and unable to re-enrol (article 31¹);
- enrolled in an establishment and frequently absent (unjustified absences), at risk of dropping out of school (more than 9 unjustified half-day absences) or in a crisis situation within the establishment (article 32);
- who are not enrolled in any school and who are not home-schooled or who are enrolled in school but have not in fact attended school, with no valid reason (article 33).

In actuality, the young people who receive support primarily come from ordinary secondary establishments (12-17 year olds).

8. **Description of the action:**

Each SAS implements a specific project illustrated by the activities that are proposed to the young people (individual support and group activities). Most often, the team is comprised of educators, teachers, social workers, etc., who complete training sessions each year and are sometimes also supervised themselves.

A young person can only receive support if they agree to it, and the request for support can come from the young person directly, or their legal guardians, the school, the CPMS, the Enrolment Commission for the Zone (CZI), the representative and coordinating body of which the school is a member, the decentralised commission, the Aid to Young People sector, to name a few. A meeting is first held with the young person and their family to ensure that their request matches the support offered by the SAS.

Together with each minor, and as much as possible, their parents or their legal guardian, the socio-educational team at the SAS formulates a personal project that takes the minor's experiences into account and that includes social, educational and pedagogical dimensions. This project is discussed with the minor on a regular basis in order to get a sense of its progression and allow for adjustments to be made to the goals being pursued. The SAS tries to bring to light the difficulties specific to each minor and develops tools to allow solutions to their different difficulties to be found.

Support lasts for a maximum period of three months, renewable once during the school year, and for one year over the entire time the student is in school. Receiving support from an SAS is recognized as satisfying the compulsory education requirement.

¹ Decree of 21 November 2013 on various school measures promoting the well-being of young people in school, staying in school, school violence prevention and support during the educational counselling process.



The decision to end support is based on the acquisition of competencies that allow the minor to properly resume their schooling. The return to school is done after consultation with the student, their parents or legal guardian, the SAS and the school principal (if the student is enrolled in a school).

Once the student has entered or re-entered school, they can continue to frequent the Staying in School Support unit (SAS) that provided them with support, up to a maximum of two half-days per week during the two months following their entry or re-entry.

The school that has enrolled the student can, for its part, receive 6 additional hours of support from an educator or a teacher to help facilitate the young person's integration.

9. Results:

Each year, the Staying in School Support units (SAS) submit an activity report to the administration that lists the quantitative data related to the support provided in the previous school year. The administration prepares a general report based on the 12 activity reports.

In 2015-2016, the SAS provided support to 524 students: 14% of the support fell under article 33, 17% under article 31 and 69% under article 32.

On the day following their last day with the SAS, 56% of young people resumed their schooling without changing their academic focus. For others, going through SAS resulted in their changing their academic focus, with 9% opting for technical education toward a qualification or profession, 6% opting for an Alternating Education and Training Centre (Centre d'éducation et de formation en alternance or CEFA) and in the same proportions opting for a professional training organised by the Walloon Region or the Brussels-Capital Region. 1.5% of young people were oriented toward specialised education and for 13% of young people, the journey was different: orientation toward another SAS, a Youth Aid unit (Service d'Aide à la Jeunesse or SAJ), a Public Institution for Youth Protection (Institutions publiques de protection de la jeunesse or IPPJ) or other specialised unit.

For 8.5% of young people, the SAS had no information available.

10. Assessment measures:

A project has just been launched to evaluate the impact that the support provided by an SAS has on a young person, as well as the impact of using additional human resources when requested.

To accomplish this, 3 cohorts of students who received support from an SAS (at one point in their schooling between the 6th year of primary school and the 4th year of secondary school) will be followed. These cohorts will be divided up into 2 groups: those who benefited from additional human resources and those who did not. The analysis will take the following criteria into account: age of the students, change of school, academic focus, repeat of a school year, success, early exit.



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The project will also check if, whether after 6 months and after one year, the young people who received support from an SAS are still enrolled in school and if they are in good standing in terms of their attendance.

The results are not yet known.

11. Sustainability of the action:

This measure is permanent to the extent that the SAS are approved for an indeterminate period and their missions and operation are set by two decrees:

- The decree of 21 November 2013 on various school measures promoting the well-being of young people in school, staying in school, school violence prevention and support during the educational counselling process.
- The decree of 21 November 2013 on joint policies for compulsory education and Aid to Young People in support of the well-being of young people in school, staying in school, school violence prevention and support during the educational counselling process.

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To obtain contact information for

the 12 SAS: <http://www.enseignement.be/index.php?page=23721>

1. Type of Action – region/ country:

Compensation measures – Catalonia / Spain

2. Name of the action:

El Llindar, Second Chance School.

3. Background of the action:

The starting point is a severe educational, social and labour issue. After a 10 years' experience as an organization, El Llindar can ensure that the educational system fails and a very significant share of students drop out (24%, INE 2014); especially the most fragile and vulnerable. This has a direct effect on the youth unemployment rate (49.36%, INE 2014). They are not prepared neither personally nor formatively to build up their life process and to enter into the labour market. This situation is more serious in areas like El Baix Llobregat. In this sense, personal growth and professional skills improvement are basic to reach social inclusion. Paradoxically, in El Baix Llobregat there is not any specific training program as it is needed.

Among the causes of failure of the educational system we found standardized and inflexible educational policies that do not allow personal treatment. That is why we need a unique educational system, but with different schools. One of these would follow the model of Second Chance School promoted by El Llindar.

4. Aims:

The mission of El Llindar is to provide an educational space aimed at breaking the succession of failures and school leaving of teenagers and young people who are excluded from the educational and social system. The main aim is to combat early school leaving, by reducing school dropout and re-engage them in education, improving their employability.

5. Action Place:

Cornellà de Llobregat, Catalonia. Students come from most of the cities of the Barcelona Metropolitan Area.

6. Technical and financial Partnerships:

El Llindar has not a stable budget. It receive public grants from the Regional Government, the County Council and the municipalities. It has also private economical partnerships. Nevertheless, it has not any formal long-term agreement, so it has to apply the grants yearly. There are never guaranteed from one year to another.

However, collaboration goes beyond co-financing: knowledge transfer, business momentum, partnerships with local authorities and social organisations, best practice sharing. Two examples are Cassià Just Foundation, linked to the Mental Health, and Cebado, a reference company in the hairdressing sector.

Finally, El Llindar takes part into various federations and networks: Plataforma d'Entitats per a la Inclusió dels Joves (PEI Jove) (Presidency); la Xarxa d'Infants i Adolescents de Cornellà (XIAC); Entitats

Catalanes d'Acció Social (ECAS); y la Coordinadora Catalana de Fundacions (Vice-chairmanship)

7. Target young people (age...):

Teenagers and young people between 14 and 25 years old exposed to social vulnerability. They are detached from social life and the educational system. Most arrive after spending a certain period of time in local social services, Government programs and High Schools. El Lllindar supports between 250 and 300 students annually.

8. Description of the action:

El Lllindar develops alternative and innovative educative actions in two major areas:

- Educational training programs: Adapted and flexible Compulsory Secondary Education, Initial and Specialized Vocational Training, Drop out programs.
- Services with Youth. Set up as social enterprises, they are designed to extend trainings while developing a real work experience: 1) Hairdressing School; 2) Building maintenance; 3)

Projects with companies; 4) Labour orientation; 5) Cooking School (coming soon).

The key point is the methodology: subjective guidance, alternate training and work, and flexible and personalized itineraries.

9. Results:

Since 2004, El Lllindar has accompanied more than 3,000 youngsters. However, what is more important is that 75% of them want to continue studying the next year, so they re-engaged into educational system.

10. Keys of success and lessons learn:

The model of a Second Chance School provides a space for those students who have other needs, rhythms, interests... That is why the expertise is not the quantity of courses, but the methodology: subjective guidance, alternate training and work, and flexible and personalized itineraries.

Everything is based on mentoring, focusing on personal interests and needs (Educational, personal and employment). Working 1 by 1 consists in combine specific elements. These makes this methodology the cornerstone of the entire model:

- Active listening.
- Subjective guidance in vital and formative process.
- Affective bond and responsibility pedagogy.
- Respect the logical student's time (vs. chronological), introduced in flexible and personalized longer educational itineraries.
- Alternate training and working.
- Family support and coordination with the social and educational territorial devices.

In short, a good guidance ensures reconnection with the educational system, better training and building a vital, educational and employment project that deals with individual weaknesses and achieves a subjective correction.

11. Assessment measures:

El Llindar is working in a new and more effective system to evaluate the results of its action.

12. Sustainability of the action:

El Llindar considers three elements that can affect the implementation of the model:

- Fragility/Economic instability. This affects the way we work: El Llindar must invest too many efforts in fundraising.
- Act as if El Llindar is a public school, when it is not recognised as one. This involves assume structural costs without knowing if there will be enough income at the end of the year.
- Difficulty in a professional management structure consolidation. Public grant and most of the private organisations finance only direct training expenses (teaching staff). However, there are other indirect expenses that remain crucial to implement the courses (secretary and administration, CEO...)
- Nowadays, Public Administration supports this educational model. However, this does not translate into a total and stable financial support. Nevertheless, El Llindar is working in this direction. At the same time, it is working in consolidate stable agreements and partnerships with other entities to ensure the implementation of the project.
- Finally, it is carrying out advocacy actions, speech generation and diffusion of the model, which aims to accelerate the process of being recognized within the public educational system.

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1. Type of Action – region/ country:

Compensation measures- Hampshire County /United Kingdom
– being rolled out to wider Hampshire County Council area

2. Name of the action:

Employment & Skills Plans.

3. Background of the action:

Southampton City Council have developed a strategic partnership approach to ensure that there are job opportunities and training available for unemployed young people, care leavers and long term unemployed adults. This aligns with the objectives of the city council to create jobs for local people, reduce unemployment and create more apprenticeship opportunities whilst ensuring a better match between local skills and business needs, and creating better links between education and business.

In 2010, Southampton developed a Local Development Framework and Sustainable Procurement Strategy which requires all major construction developments and council projects over a threshold (50 residential dwellings or 3000m² industrial/commercial) to have an Employment and Skills Plan.

4. Aims:

To ensure that all major local construction developments provide a range of employment, training and educational engagement activities for disadvantaged young people and unemployed adults in the local area.

5. Action Place:

Southampton City Council area. The project is now being extended to cover the wider Hampshire County Council area in partnership with local district councils.

6. Technical and financial Partnerships:

It is a contractual requirement that all construction projects include an Employment and Skills Plan. In line with the National Construction Academy Client Based Approach, a toolkit is provided to help embed employment and training into construction projects and tailor interventions specific to local needs.

7. Target young people (age...):

Young people 16-24
Unemployed adults

8. Description of the action:

The contractor is able to agree with the City Council which areas they would like to concentrate on, and also the required volumes associated with each indicator. They will be supported to link with training providers and employment agencies to ensure activity is embedded in local communities. There is also scope to target activity on particular groups of young people such as care leavers or young offenders.

These plans are part of the contractual obligations of developers and they must deliver the agreed aims and objectives of the Employment and Skills Plan as part of the conditions of their contracts. If they fail to do so they can be subject to legal challenge.

Activities can be drawn from 14 key performance indicators, including:

- Work Experience Placements for 14-16 and 16-18 year olds



- Curriculum Support activities with schools/colleges
- Graduate programmes
- Apprenticeship programmes
- Vocational Training programmes
- Jobs advertised through local employment vehicles
- Training Plans for subcontractors, including Leadership and Management; Supervisory and Advanced Health and Safety Training

9. Results:

Over the last 5 years, the Employment and Skills Plans and associated activities in Southampton have achieved the following outcomes:

- 439 Work Experience opportunities
- 413 Curriculum Support opportunities in schools/colleges (over 9,700 students supported)
- 955 professional trade related development courses
- 292 Apprentices
- 682 local supported jobs

10. Keys of success and lessons learn:

Each plan is tailored to the specific needs of the developer/project and also the needs of the local community, so the approach will be flexible to ensure that it can have the maximum impact. There are a number of specific and detailed case studies available on the website: <http://www.cskills.org/nsacademy/case-studies-news/index.aspx>

Employment and Skills Plans in the construction sector are recognized as a model of best practice, as they are a partnership between local authorities and employers aiming to deliver a flexible programme of employment and skills support to meet the needs of businesses and local communities. We are currently working to roll out this model to some key construction projects in Hampshire and to work more effectively with district councils to ensure this approach has maximum impact across the county.

11. Assessment measures:

Each plan has its own assessment measures to meet the specific needs of the developer/project and the local community. The overarching objective is to ensure that local communities (young people and adults) are given the opportunity to gain employment and training in the construction sector.

12. Sustainability of the action:

Employment and Skills Plans are a contractual requirement of public sector construction contracts. The challenge is to ensure that local authorities and districts have the resources to support developers to implement the plans, and also to ensure that there is a supply of young people and adults in the local area ready to take up the opportunities on offer.

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1. Type of Action – region/ country

Compensation measure – Tulcea County Council, Brăila County Council/ Romania

2. Name of the action:

‘Second chance’ – Access for children and young people to lifelong learning

3. Background of the action:

A lot of disadvantaged young people dropped out the educational system and they have difficulties in finding a good job. Socio-economic situation of families reduce the chances of children to access education and training. Poverty limits the ability of parents to provide their children with the minimum resources needed for education and, in many cases forcing them to go to work abroad.

4. Aims:

To create 4 socio-educational support centers for keeping children and young people in education, four locations that will support 16 schools in areas with high rates of dropout. The 4 centers will be equipped with modern technological devices that enable building efficient and accessible educational mechanism capable of delivering support for the education system.

5. Action Place:

Tulcea County, Brăila County

6. Technical and financial Partnerships:

Tulcea County School General Inspectorate, Brăila County School General Inspectorate-institutions under the authority of Ministry for National Education, Foundation for Open Society. This project is financed through European Social Fund, Sectoral Operational Programme Human Resources Development 2007-2013. Investing in People!, Priority Axis 2 "Linking lifelong learning and labor market", Key Area of Intervention 2.2. "Preventing and correcting early school leaving"

7. Target young people:

360 young people who dropped out and for four consecutive years they were not enrolled in education or training in this period.

8. Description of the action:

Through this program, Tulcea County School Inspectorate, along with two partners, will contribute to reducing school dropout and the risk of early school leaving by advising 200 pupils and 100 kindergarten children at risk of dropping out of both counties. For 18 months (April 2014 - September 2015), Tulcea County School Inspectorate will integrate into the education system, 360 young people who have dropped out of school at least four years, through the Second Chance program, in Tulcea and Brăila counties. In addition to material support, grants, school supplies, teaching materials, young people will be helped to deepen the knowledge taught at school, will benefit from social and pedagogical help for lifelong learning.

9. Keys of success and lessons learn:

The intervention is difficult due to the fact that students were out of school for a long period. Learning skills are difficult to restore. Therefore, it is necessary for students not to get in a position to drop out. Educational assistance centers will try to stop students in risk zone to drop out.



10. Assessment measures:

Number of young people graduating the second chance program.

11. Sustainability of the action:

It is a national policy implemented in all counties of Romania.

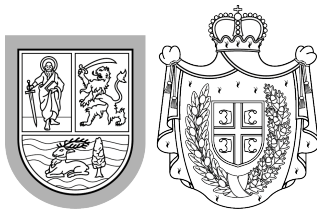
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1. Type of Action – region/ country:

Compensation measures – Vojvodina / Serbia

2. Name of the action:

Education of Roma Children in Primary Schools: Example of Home Schooling in Vojvodina

3. Background of the action:

After the raging war in the territory of Yugoslavia, a great number of people were displaced. A lot of people belonging to the Roma national minority came to the Autonomous Province of Vojvodina and their children were admitted to different educational institutions either to start their education or to continue with it. Unfortunately, due to their poor living conditions, the majority of them sought opportunities for better life abroad. As a result of that, their children temporarily left schools without continuing their education in the new place of residence. Upon their return to Serbia, the children were obliged to continue with their primary education (since it is compulsory in Serbia) with their peers. This usually meant they would skip one grade. It proved to be a great problem since they had a huge gap in the knowledge. Unfortunately, teachers do not have enough time to spend with each child in need individually. For this reason, their readmission is jeopardised. They show less progress and lose motivation to keep up with their classmates which eventually results in them dropping out of schools.

4. Aims:

The idea of this activity was to provide teaching assistants who would work with these children individually in order for them to make up for the lost lessons and to be able to continue with regular classes with their peers. Since we dealt with families in which children could not expect help from their parents because they were mainly illiterate, it was necessary to recruit the teaching staff willing to work additionally with these children. In order for children to feel more comfortable, the lessons were held in their homes and in order for members of the family to gain trust, teaching assistants that were recruited were persons belonging to the Roma national minority as well.

5. Action Place:

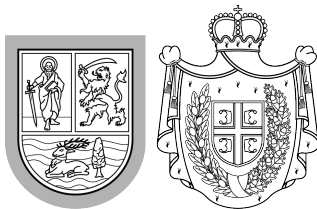
The action was implemented in Bačko Gradište and Petrovo Selo and 17 children were included in it, 10 from Bačko Gradište and 7 from Petrovo Selo.

6. Technical and financial Partnerships:

The activity was a part of the project implemented by the Danish Refugee Council, which also funded the entire project. The project lasted for nine months and the teaching assistants were recruited from the “Women’s Studies and Research” Association.

7. Target young people:

The target group included primary school children of Roma population from the first to the fourth grades. 17 children in total participated in the project, 10 of which were girls and 7 boys. A very important segment of this project was the fact that there were more girls and that it was very significant to challenge a common opinion among the Roma population that girls should only get married and look after the family and that they do not need to be educated.



8. Description of the action:

The activity commenced with the visit of teaching assistants to Roma families whose children were included in the project so that they could agree on the time of classes. Then the teaching assistants had a talk with the teachers of those children so that they could jointly identify the problems in education those children are facing. After this, teaching assistants devised a plan of activities and studying. They worked with each child for 90 minutes. Some of the children could not speak Serbian well and some of them did not know the script although they were in the 4th grade. They were also taught some basic mathematical operations and when it was necessary, they also practised speech with them. Working with parents was the essential part of the project since a lot of them did not approve of their children being educated, especially daughters. For this reason, teaching assistants organised joint workshops with them in order to explain to them how important education actually is.

9. Results:

After the completion of the project, even after the first month of the individualised work with these children, great progress in gaining knowledge and skills was recognised and it was evident that the situation regarding re-integration and re-socialisation of these children was far better. Better cooperation and communication between parents and teachers was also established. The parents who could not speak Serbian language acquired themselves some basic knowledge they lacked during the project and it was not envisaged in this project, just additional benefit.

10. Keys of success and lessons learnt:

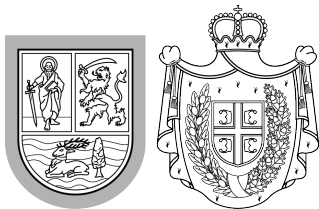
The keys of success of this activity are manifold. The problem of the gap in knowledge due to migrations in children of Roma population was successfully identified and measures for their re-admission in the educational system of the Republic of Serbia were quickly and efficiently implemented. The contact with parents was made and their awareness of the necessity of education was raised. Another very important segment of the project is the fact that people belonging to the Roma national minority were chosen to be teaching assistants, which greatly helped them get closer to Roma families and gain their trust. Also, well-educated Roma teaching assistants were a good example to the children and their parents, encouraging them to further education.

11. Assessment measures:

Roma children included in the project showed great improvement in their studying, knowledge and acquisition of Serbian language. They also acquired the habit of doing their homework and got the idea of their responsibilities as students. This project resulted in raised awareness of parents and children in terms of their roles in the society and draw their attention to the possibilities and general improvement of the quality of life which can be accessible to them if they remain in the educational system.

12. Sustainability of the action:

The project itself lasted for nine months and it was financed by the Danish Refugee Council. However, even after the completion of the project, most of teaching assistants involved in the project continued to visit the children, supervise their work and development and help them master the lessons taught at school.



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1. Type of action – region/country

Compensation measures – Värmland/Sweden

2. Name of the action:

“The Future of Värmland”.

3. Background of the action:

The Future of Värmland is the start of a joint effort for young people in Värmland, where method development and the development of new forms of collaboration is needed to create more efficient work methods and to avoid a situation where young people are shuttled between different parties. The Future of Värmland is aimed at young people who neither work nor study, and is funded by EFS (the European Social Fund). The project includes all of the 16 municipalities in the county and is a collaboration between the municipalities, the Swedish Public Employment Service, the Swedish Social Insurance Agency, the County Council and the Coordination Councils in Värmland. The project is centrally organised by Karlstad Municipality. The project began in May 2015 and will run until December 2017.

4. Aims:

The aim of the project is to reduce unemployment and exclusion among young people who neither work nor study. The goal is that young people who are participating in the project will improve their health and take up studies or find employment.

5. Action Place:

The Future of Värmland includes all of the 16 municipalities in the county with local activities. The project facilities should be easily accessible. The project is coordinated through an umbrella organisation stationed in Karlstad.

6. Technical and financial partnerships:

The 16 municipalities in Värmland, the Swedish Public Employment Service, the Swedish Social Insurance Agency, the County Council and the Coordination Councils in Värmland.

7. Target group:

The project target group are young people between 15 and 25 years old who are neither working nor studying, with priority given to individuals who lack a complete school leaving certificate.

8. Description of the action:

The Future of Värmland is, in the majority of cases, organised under the labour market unit in each municipality. Each municipality has their local sub-project with a project manager (100%) and one or more project assistants (minimum 67%). The umbrella organisation has a centrally positioned project coordinator (100%) and controller (50%).

The project operates with a high number of staff in relation to the number of participants and focuses on “hanging on” and “sticking with it” to reach lasting solutions for each individual. The project is based on voluntary participation and works with outreach activities, coaching, individual support/guidance, study and career counselling, cognitive behavioural therapy, shorter training, health and wellness, group activities, educational visits, work practice, understanding of the labour market, open activities and work placements in combination with studies.

9. Results:

The project has not yet come to an end, but the results show that out of the 571 young people who have participated so far (October 2016), 269 have completed the programme, of which 25% have found employment and 29% have taken up their studies. The project also measures the participants' health in collaboration with the County Council, as well as how satisfied they are with the efforts they have been offered. There have been no analyses of the data collected so far. The majority of the participants have not graduated from compulsory or upper secondary school and some of them suffer from poor mental health and substance abuse. Many of them have been away from school or unemployed for a long period of time.

10. Keys to success and lessons learned:

The success factors have been that the project has been able to accommodate every young person in the target group, regardless if it has been via one of our partners or if they have contacted the project directly. It is also a success that participation in the project is based on the terms of each individual and that the participants set up their own goals and planning with the support of the project team. The collaboration between involved parties is another success factor, where focus is on the planning of each individual. Co-localisation of the parties to create "one way in" is also a successful work method. A committed and motivated project owner and steering group are important success factors. Through the organisation of the project, there is also a great exchange of experiences and spread of good examples.

11. Assessment measures:

There is no external assessment of the project. The County Council evaluates the participants' progression regarding health, and indicators like work and studies are gathered throughout the project.

12. Sustainability of the action:

There is no implementation requirement for the programme area in question, but as things stand today, several municipalities are planning to make the action permanent. Prior to the project, there had been a lack of efforts for the target group in question in many of the municipalities in Värmland.

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1. Type of Action – region/ country:

Compensation measures - Västernorrland /Sweden

2. Name of the action:

Study Motivational Folk High School course (SMF)

3. Background of the action:

Since 2010, there has been an on-going labour market project between adult education and employment service. Through a three-month study Motivational folk high school course job seekers will be motivated to study. The folk high schools offer these studies on behalf of the employment service. The national adult study council administrates the state funding, disseminates information and follow up the project. The national adult study council and Employment Service has for the year 2014 reached agreement on 8000 possible education seats targeted to job seekers who lack a compulsory or secondary schools. The government's budget for 2015 suggests a continued focus on the SMF course.

4. Aims:

The purpose of the course is for participants to be motivated to study through a three-month course. When dropping out of school or graduation with poor results the future in further schooling can be a very far fetched idea for many young people. Bad experiences from early school leaving can be stigmatizing and a return to “normal” school can seem out of the question. The folk high schools with their different approach to learning and the, often calmer and less crowded, school environment can be an eye opener to young people with bad experiences.

5. Action Place:

The SMF courses are held at the local folk high schools around the country/regions. An important part of the project is to give the students opportunity of another school form and another school environment than the one they did not succeed in. It is not allowed to start SMF courses in rented premises outside the school because of the importance of the special school environment that the traditional folk high school represents.

6. Technical and financial Partnerships:

The national adult study council administrates the state funding and the employment service administrates the students. From 2014 the regulations state that both the folk high school and the employment service should recruit and arrange joint events for possible students. After 3 weeks of fulltime studies the school can require state funding for the student.

7. Target young people:

The target groups are young people between 16 and 24 years or participants in the national “job and development guarantee” over the age of 25 years. Young people far away from the school system is an important target group and the SMF project has showed great results in getting these young people back to studies.

8. Description of the action:

It is a preparatory labour market training college which contains courses of study orientation, repeating what you have been doing in school before and motivational work. The course will help participants to begin or return to regular education. Visits to future possible job venues could also motivate to studies. Some core subjects are presented with an emphasis on study technique.

9. Results:

Of the participants who completed a study motivating course, 38 % studied further within one year and 14 % had found work six months after completing the course. Participate survey conducted in spring 2013 showed that:

- 72 % have been motivated to further studies;
- 51 % have gained in confidence;
- 92 % would recommend their friends to participate in a study motivational folk high school course.

The number of participants

Year	Number of participants
2010	2 073
2011	2 373
2012	3 888
2013	5 167

10. Keys of success and lessons learned

Eight out of ten think that they have received good support from their trainers and the community in the group have been good. Many have been improved everyday routines, felt watched, learned to work together and see more opportunities for the future. The focus group with participants who chose to continue studying at the folk high school regular courses believes that the following factors in addition to the above, have been important.

- folk high schools comfortable environment;
- the “safe learning environment” and the support of teachers;
- folk high individual treatment and opportunity to validate knowledge and experience for further studies.

11. Assessment measures:

Annual report from the national adult study council based on interviews with students and stakeholders.

12. Sustainability of the action:

Suggested changes for the future set by the stake holders:

- Study folk high school courses should be made permanent from 2015.
- The Government adds SEK 120 million for 2000 additional study seats in the general course at folk high schools.
- That the requirement to participate in the work and development guarantee for those aged under 25 to be removed.
- The time course of three months, if necessary, be extended by the Employment Service.

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1. Type of Action – region/country:

Compensation measure – Østfold/Norway

2. Name of the action:

Careers Centre Østfold

3. Background of the action:

Opened in october 2009, Situated in the City Center of Sarpsborg, serves the whole county of Østfold.

4. Aims:

Careers Centre Østfold offers free career guidance services to persons from 19 years and upward, many of whom are youths that have dropped out of school.

5. Action Place:

Careers Centre Østfold is located in the Sarpsborg City Centre.

6. Technical and financial Partnerships:

Careers Centre Østfold is a joint effort, and is financed by Østfold County Council, The Labour and Welfare Services (NAV) and the municipality of Sarpsborg. Careers Centre Østfold is a part of *The Regional Partnership for Career guidance in a lifelong perspective* in the county of Østfold. This is a national initiative to strengthen career guidance service to all groups (pupils, students, adults). Cooperation between schools on different levels of education, the local business life and other actors play a central part in this work, along with a coordination of activities and measures. Partners are municipalities, the Labor and welfare services and Østfold County Council. There are also other participants that participate in the collaboration in a less formalized way.

7. Target young people (age...):

Young people from 19 years and upward.

8. Description of the action:

Careers Centre Østfold offers free career guidance services to persons from 19 years and upward, many of whom are youths that have dropped out of school. Career guidance services can help them back into education or work.

9. Results:

User surveys are conducted on a regular basis and show that the services given by the career guidance centers in Norway are of importance for the users future education and work.

10. Keys of success and lessons learn:

When Careers Centre Østfold was established, we could draw from experiences in other counties that already had established career guidance centers. Plans were approved and the necessary decisions made by the partner's management/ political decision makers. The objectives, the roles of the different partners and the finances were agreed upon and formalized in a written agreement.

11. Assessment measures:

As described above (9).

12. Sustainability of the action:



Careers Centre Østfold was started in 2009 as a tryout for a period of three years. After three years it was evaluated, and after that made permanent, as it still is today.

13. Contacts:

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TABLE 1. COUNTY REPORTS

Region	Prevention	Intervention	Compensation
Alsace	1	1	1
Brussels-Capital and W.	1	1	1
Catalonia	0	0	1
Hampshire	0	2	1
Nordland	1	0	0
Tulcea	0	0	1
Vojvodina	2	1	1
Värmland	1	1	1
Västernorrland	1	1	1
Östergötland	1	0 ¹	0 ²
Østfold	1	1	1
Total	9	8	9

¹ Östergötland's *Prevention* report comprises measures on intervention and compensation as well.

² See footnote 1.