



Youth Coach Needs Analysis

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Project description

The Youthcoach project is a transnational European VET partnership which aims to transfer, adapt and implement innovative projects and products which

- a) strengthen the partnerships between education and employment in initial VET,
- b) help reduce the high number of drop outs in VET,
- c) develop basic and transversal skills especially entrepreneurial skills with young VET learners and
- d) validate skills and competences of these young learners in accordance with Europe 2020, ET 2020 and Erasmus + goals.

The project addresses VET dropout prevention from a multidimensional point of view, involving companies, VET organisations and VET teachers and trainers by focusing on capacity building in both VET teachers and trainers and young VET learners.

Europe is facing a growing need of qualified employees on the one hand, on the other hand it desires to integrate youngsters who at present have no chance to get involved into working life in their home countries. Many industries lack qualified employees which fulfill the special needs of employers. At the same time countries in the south of the EU face a growing rate of young people without a real chance to find a job which is adequate to their education. The financial crisis still caused in some European states a high rate of unemployment especially of young people (youth unemployment rates in some partner countries: Italy: 42,4%, Slovenia 25%, Czech Republic 27%, Greece 60%, Spain: 56,1%). Early school leaving is another big problem as young people without any formal qualification are left without chances (Italy 17.6%, Slovenia 17%, Greece 11,4%, Spain 23,5%). Dropout produce high costs for the young people, society, companies and VET organisations. The key issue in Europe is how to involve and keep young people in VET and to improve the cooperation between VET and the world of work.

The project contributes to the above mentioned challenges and helps to establish better measures of support for young people in VET by bringing together the following transfer products, amalgamating them into a comprehensive competence profile and curriculum for competent Youthcoaches and producing a toolbox for Youthcoaches.

The products to be transferred and adapted have been developed, implemented and evaluated by partners in Germany, Slovenia, Czech Republic and Austria and will be transferred to each other and to partners in Croatia, Spain, Greek and Italy.



The product „Vocational Training Assistance“ is a German approach, implemented in some of the federal states of Germany, and has been further developed in a project by bfw/inab, Germany. The project integrates youth and young adults with disadvantages (lacking basic skills, no school records, migration background) into the vocational training system by providing consulting, training assistance and learning aid for disadvantaged young people and by providing a holistic external vocational training management for small and medium sized companies.

The product „Toolbox“ has been developed by a European partnership represented by the Czech partner Aklub, Toolbox is a database which contains a set of methods and techniques for career advice and consultancy for unemployed people.

The product „Jugendcoaching“ has been developed and implemented in Austria on a nationwide scale by Bundessozialamt OÖ, BFI OÖ has developed a concept for implementing it with young potential drop outs in VET schools. Youth case managers coach and support young people with high drop out risks to either stay in the chosen VET school, move on to another school smoothing the transition or start an apprenticeship in companies. They try to find the best situation together with the student, his / her parents, the school and companies.

The product „EBC*L Enterprise – Showing My potential“ has been developed by EBC*L International, represented by ATAMA. The EBC*L Enterprise builds and strengthens young peoples' key competences in economic thinking and social competences and is certified by the EBC*L Enterprise exam where students demonstrate logical thinking, basic mathematical skills, communicative and social competence, business know-how, determination, ambition and the ability to work under pressure. It has been developed together with companies to build up skills needed in the workplace.

The project aims at realizing the following goals:

1. to transfer the concepts of Vocational Training Assistance (DE), Toolbox (CZ), Jugendcoaching (AT) and EBC*L Enterprise (SI) to other European countries
2. to further develop a Youthcoach competence profile and a Youthcoach train the trainer course based on a study in all partner countries
3. develop a toolbox for youthcoaches including modules on
 - working with companies in bridging gaps between VET and the world of work
 - intercultural competences
 - personal development
 - promotion of competences related to entrepreneurship (EBCL)
4. to implement the train the trainer course with 70 trainers in the partner countries



Purpose of the needs analysis

This report documents findings of research and interviews in all eight partner countries

- about the needs in coaching and counselling services for young people,
- the conditions and framework to establish vocational training assistance on the local level and
- about the qualification requirements of trainers competent in preventing drop-out and about
- tools for a toolbox to use in VET (esp. promoting entrepreneurship, intercultural competences, personal development, etc. for young people)

The purpose of the needs analysis is to gather data for establishing a train-the-trainer concept for dropout prevention in vocational education and training and for a toolbox to enhance entrepreneurial learning, intercultural learning and personal development in VET.



Key recommendations for the tool box and train-the-trainer workshop

Important content for the tool box

In the framework of the project a tool box will be developed. According to the country reports the tool-box should contain material for these main focus points:

Personal development: communication, self-confidence, motivation, conflict management, personal visions, image, intercultural competences

Tools for the workplace: team building, entrepreneurial spirit, application forms

Tools for the trainers: counselling tools, job orientation, tests for skills and competences

Important content for the train-the-trainer workshop

Also a train-the trainer workshop will be planned and realized. The outcome of this study is an important background to determine the necessary content:

Personal strengthening: awareness of personal competences, personal reflexion, values and communication methods

Methodical strengthening: tools for the enhancement of entrepreneurial spirit and intercultural competences, coaching tools

Participants of the train the trainer workshop: should be trainers or coaches who have field experience in the working world (industry, commerce, services) and who are role models for especially endangered groups of young people (male/female, minorities, disabled persons...)

More extensive results can be found under Chapter 9 and 11.



Part I: Summary of data and literature research

Initial position

The **Europe 2020 strategy** contains five headline targets. One is to **reduce** the EU average of the **early school leaving rate to less than 10%** by 2020. This early school leaving target is strongly related to smart and inclusive growth. It impacts directly on the employability of young people and contributes to breaking the cycle of deprivation, social exclusion and poverty.

Europe is facing a growing need of qualified employees. Also it desires to integrate young people who at present have no chance to get involved into working life. While some industries already lack qualified employees, we are also facing a growing rate of young people without a real chance to find a job. So it is a key issue in Europe to involve and keep young people in VET and to improve the cooperation between schools, projects, young people and the employers.

This summary study gives an **overview on the current situation in Austria, Croatia, Czech, Germany, Greek, Italy, Slovenia and Spain**, asks about integration of key competences in VET curricula and focuses on good practice examples to support the implementation of new projects and the further development of existing projects to help young people in staying or entering the labour market. Basis of this summary are the country reports from all involved partners in this project.

This report also includes the **summary of interviews** with 40 stakeholders and experts (5 per country) for the work with young people.



Definitions

Drop-outs are young people who quit their education (school or VET) without reaching the certificate. There is no statistic if they are able to enter the system and start another education or if they stay unemployed.

Early school leavers are young people between the age of 18 and 24 who have no further school degree (just compulsory school) and are not participating in any VET education or other educational systems. This is the group we focus on in this study. Both phenomena are closely related and are often treated equally in studies and projects.

Economical developments

The competitive tempo, in which new products or modified services are positioned and removed in regional and national markets, places a particularly high level of flexibility on the actions of everyone involved. These actions include, in addition to recognising capability, market changes and adapting to them, highly developed communicative and situative intuition, especially with regard to the preparedness for life-long social and professional learning, for accepting personal responsibility as well as flexible adaptation to the changed requirements and expectations in the world that we live and work in.

On the other hand the work in the segments with low qualification requirements has clearly decreased while the need for workers with highly developed professional and social skills has increased. The resulting assumption is that the group of people with multiple placement handicaps who are looking for work will have to continually adapt to the growing requirements of the labour market, but this type of holistic adjustment capacity might not be provided due to the lack of social and professional skills and without any compensatory medium- and long-term support from third parties.

Source: Country report Germany

What are the economic and social costs of early school leaving?

Early school leaving creates high individual, social and economic costs. Young people with only lower secondary education or less are more often affected by unemployment, are more likely to depend on social benefits and have a higher risk of social exclusion. It affects their lifetime earnings, well-being and health. They tend to participate less in democratic processes.

Early school leaving has long-term negative effects on social development and economic growth. Innovation and growth rely on a skilled labour force: Reducing the average



European rate of early school leaving by just 1 percentage point would provide the European economy each year with nearly half a million additional qualified potential young employees.

There is growing evidence that young people on high-quality apprenticeships and internships are more likely to acquire useful skills and attitudes to find suitable work and it seems that upper secondary vocational graduates have better job prospects than general education graduates.

Source: http://europa.eu/rapid/press-release_MEMO-11-52_en.htm

It is estimated that the establishment of guarantees for young people for the whole Euro area costs about EUR 21 billion per year, or 0.22 % of EU GDP. However, the inactivity of young people would be even more expensive - it is estimated that only young people who are not employed, in education or training (NEET group) cost around 153 billion euros per year, or about 21.1 % of GDP - through contributions, lost earnings and taxes.

Source: Country report Croatia

The education and training has an important civic dimension and is the core of any democratic system. The school trains professionals but mainly citizens who can take part actively and consciously in the progress of their community. Drop out is not only an individual problem, but a social problem that causes all citizens can't have equal opportunities. The concern for this situation is logical because of the negative effects of drop out in the labour market and the future professional career of early school leavers. A high level of education and training is linked to a better health, higher life expectancy, better life quality, lower crime rate, higher dissemination of democratic values and a strong social participation.

Source: Country report Spain

What do early school leavers do?

In 2009, only 48% of early school leavers in the EU were in employment, while 52% were either unemployed or outside the labour market. The percentage of young people who had abandoned education but were in employment was highest in Malta (74%), Cyprus (74%), Portugal (71%), and the Netherlands (71%).

Especially large numbers of early school leavers were either unemployed or inactive in Slovakia (80%), in Bulgaria (73%) and in Hungary (71%)

Source: http://europa.eu/rapid/press-release_MEMO-11-52_en.htm

1. What is rate of VET students and drop outs of VET?

Drop out rates in all involved countries are named high. The numbers are different, but it is very clear, that young people who don't finish their education is a problem in all partner countries. Other than the known numbers there are also "hidden" drop outs, young people who are still in school, but are not able to follow class.

Early leavers from education and training (%)					
	2000	2010	2011	2012	2013
EU 28	17,6E ^{U27}	13,9	13,4	12,7	11,9
Belgium	13,8	11,9	12,3	12,0	11,0
Bulgaria	:	13,9	11,8	12,5	12,5
Czech Republic		4,9	4,9	5,5	5,4
Denmark	11,7	11,0	9,6	9,1	8,0
Germany	14,6	11,9	11,7	10,6	9,9
Estonia	15,1	11,6	10,9	10,5	9,7
Ireland	:	11,5	10,8	9,7	8,4
Greece	18,2	13,7	13,1	11,4	10,1
Spain	29,1	28,4	26,5	24,9	23,5
France	13,3	12,6	12,0	11,6	9,7b
Croatia	:	3,7	4,1	4,2	3,7
Italy	25,1	18,8	18,2	17,6	17,0
Cyprus	18,5	12,7	11,3	11,4	9,1
Latvia	:	13,3b	11,6	10,6	9,8
Lithuania	16,5	7,9	7,4	6,5	6,3
Luxembourg	16,8	7,1	6,2	8,1	6,1
Hungary	13,9	10,5	11,2	11,5	11,8
Malta	54,2	25,9	23,6	22,6	20,9
Netherlands	15,4b	10,0	9,1	8,8	9,2
Austria	10,2	8,3	8,3	7,6	7,3
Poland	:	5,4	5,6	5,7	5,6
Portugal	43,6	28,7	23,2	20,8	19,2
Romania	22,9	18,4	17,5	17,4	17,3
Slovenia	:	5,0	4,2	4,4	3,9
Slovakia	:	4,7	5,1	5,3	6,4
Finland	9,0d	10,3	9,8	8,9	9,3
Sweden	7,3	6,5	6,6	7,5	7,1
United Kingdom	18,2	14,9	15,0	13,6	12,4

Source: Eurostat (LFS). Notes: b=break; u=unreliable; d=definition differs; p=provisional.

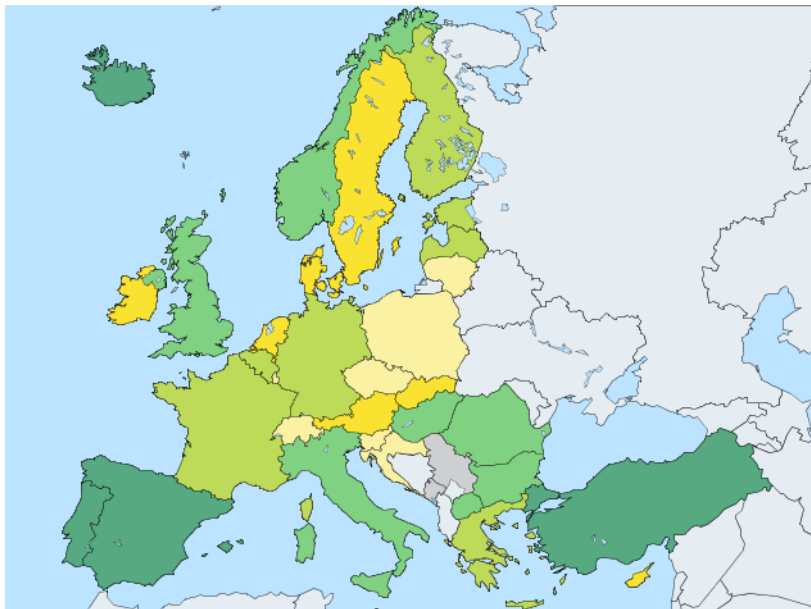
Between 2008 and 2013, the **proportion of young people aged 18 to 24 not in employment, education or training (NEETs)** in Europe increased from 14% to 17% due to the economic downturn. The rate of NEETs aged 18 to 24 varies widely across

Europe. Italy (29.3%), Greece (28.6%) and Cyprus (27.1%) have the highest rates and an upwards trend, while the Netherlands (6.7%) and Luxembourg (6.7%) have the lowest levels.

Young people who leave school early with only low levels of education are more likely to be NEETs. In 2013, across the EU, nearly 5.5 million young people between 18 and 24 years old had not finished upper secondary education and were not in formal or non-formal education and training and not working. Even if they are working, younger people with only lower-secondary education are more likely to be in insecure and low-paid jobs.

Growing demands for high skills and qualifications mean that upper secondary education is increasingly regarded as the minimum attainment level for young people in Europe. Young people leaving education and training prematurely lack crucial skills. They run the risk of having serious and persistent problems in finding and keeping a job. **Young people not in employment, education or training are at higher risk of social exclusion. They have a lower level of interest and engagement in politics and lower levels of trust.**

Source: Country report Italy



Data for 2013 - the darker the colour the higher the rates of early school leavers

Source: <http://ec.europa.eu/eurostat/tgm/mapToolClosed.do?tab=map&init=1&plugin=0&language=en&pcode=tsdsc410&toolbox=types>



2. Data on when, how and why drop out occurs

The drop out occurs mostly in **two phases**:

- In the age of 15/16 when the compulsory school ends and no entry in a vocational training occurs
- In the age till 20 when the young people drop out of VET, sometimes just before getting a degree

In the international comparison **men are mostly more endangered** to leave school or VET early.

Persons with **migration background** have significantly **higher drop out** quotes.

When do the young people concerned typically leave education?

While over 70% of early school leavers in the EU complete lower secondary education, around 17% have completed only primary education. This latter group is especially large in Bulgaria (38%) and Portugal (40%).

Source: http://europa.eu/rapid/press-release_MEMO-11-52_en.htm

Why do young people abandon education early?

There are many reasons why some young people give up education and training prematurely. According to the country reports the reasons for drop out and early school leaving are divers in all countries. It depends of interactions of many variables. **Early school leaving is a complex, multi-faceted social process.** It is reflective of a range of inter-related personal, social, economic, educational and family-related reasons.

This phenomenon is also associated with the adverse effects of the current multilevel crisis in Europe and with the economic methods applied under these circumstances.

Although the situation varies in different countries, early school leaving in Europe is strongly **linked to social disadvantage and low education backgrounds.** Vulnerable groups are especially affected such as young people who have been in care and those with special educational needs.

Early school leaving is **influenced by educational factors, individual circumstances and socio-economic conditions.** It is a process which often starts in primary education with first experiences of failure and alienation from school. It is shown that the final decision on the abandonment of education is not based on some isolated event, but rather is the result of a long process of mutual interweaving of a number of factors.

Source: http://europa.eu/rapid/press-release_MEMO-11-52_en.htm



Is there a link between migration and early school leaving?

On average across the EU, twice as many young people from the first generation of migrants abandon school early compared to their native peers (26% versus 13%). But again, we see substantial differences between Member States: In Greece, Spain and Italy more than 40% of young migrants are early school leavers. A few countries such as Portugal, the UK and Norway show lower rates of early school leavers among migrants compared to natives.

In several Member States early school leaving is especially high among disadvantaged minorities such as the Roma population.

Source: http://europa.eu/rapid/press-release_MEMO-11-52_en.htm

Is there a link between school failure and drop out?

The success and the failure in the educational system are linked to personal and social features of the students. There are some features in the drop out process to be considered if we want to understand it. First thing to assess is that drop out is not only linked to the school results. Under the same conditions (marks, results) the decision of leaving is more common among people with personal features and particular backgrounds. Individual results are indicators of the continuation in the system: bad results can have influence in the decision of leaving but not all pupils with bad results leave their studies, the decision is linked to other factors and not only to results. These factors are background, gender, minorities, migration experiences or broken homes.

Source: Country report Spain

Affective factors leading to early school leaving and drop out

Early school leaving is a complex, multi-faceted social process. It is reflective of a range of inter-related personal, social, economic, educational and family-related reasons.

Family

- Low level of education of parents or of other relatives;
- Socioeconomically conditions, unemployment;
- Habitative conditions not adequate;
- Low linguistic & cultural motivation, also for different geographical and ethnic origin;
- Inadequate educative attitudes:
- Poorness of offered relationships;
- Low quality in realization of parents' role as moderator between the young and the external world;
- Affective lackness;
- Family isolation.



- **Factors related to the social context**

- Coming from economically poor areas;
- Disintegration of the family;
- Child labour;
- Territorial and institutional failures;
- Economic, geographical and/or political marginalization;
- Media overexposure.

Culture

- Culture of indifference;
- Culture of commoditisation;
- Culture of precariousness;
- Culture of risk or challenge;
- Productive culture and consumption. Violent socio-cultural models;
- Drug-addiction, Alcoholism;
- Prostitution, sexual slavery work.

Individual factors

- Low self-esteem;
- Lack in intrinsic motivation (lack in curiosity, low level of competences);
- Lack in extrinsic motivation (accumulation of failure);
- Character immaturity (emotional restraint, low emotional control, separation anxiety, low frustration tolerance);
- Inadequate attributions: reasons of events are only seen in external factors, learned helplessness;
- Apathy: motionlessness, low ability to get in contact with people, things or ideas, taciturnity, weariness;
- Excessive emotional reactions;
- Anxiety disorder.

Source: www.tune-in-project.eu/ Country report Austria

Family income also is a relevant feature. Drop out is more common in the case of families with lower incomes. In contrast to this, families with a better economic situation show drop out rates suitable with the EU 2020 strategy objectives. This quantity of school leavers among people with lower incomes is an element to be considered at the time of setting up policies addressed to reduce drop out rates.

Schools also play an important role in addressing early school leaving but cannot and should not work in isolation. In addition to other factors didactic work also plays a



fundamental role in school leaving: traditional teaching (explanation/study/testing) does not fit any more to pupils' needs.

Several surveys showed that the use of **more innovative didactics** (IT tools), which implies building the knowledge rather than the indirect acquisition of knowledge, are, on a large scale, much more effective. In fact, it is proven that innovative teaching tends to encourage internal reasons to learn, rather than the acquisition of marks only, and includes evaluation tests that bring to an assessment feedback of the overall work of the student, regardless the achievements of the initial goals agreed by the teachers at the beginning of the learning path.

The focal point is, therefore, **the self-assessment capability** of the student that may strongly affect his/her character and behaviour and his/her personal potentialities and ability to put to use them. Frequent failures bring the student to consider him/herself "unable" to achieve any result, by generating uncomfortable behaviour which, together with other factors, may cause deviance acting, loneliness, exclusion, apathy and, as a consequence, early school leaving. The school often faces with great difficulties the students' needs, so that recurring to a more innovative and effective didactics, and strengthening the guidance and counselling activities during the school time, may help the educational structures to reduce the phenomenon.

Source: Country report Italy

The reasons given by the **companies** for the terminated contracts from their point of view was predominantly poor performance capabilities, lack of motivation or lack of willingness to integrate in the training courses that were terminated. However, these normative assessments are not meaningful with regard to ascertaining the expressed motive for dropping out.

Source: Country report Germany



3. What coaching and counselling services for young people are available?

In all countries there are several **counselling services** to coach drop outs and early school leavers. The offers are depending on budget and politics, so they are different in all countries. Also it is e.g. easier to find counselling in private schools, than in financially strained public schools like in Greece or Italy. It is mentioned in the reports that the availability of counselling service would be crucial to prevent drop out.

In **Croatia** there is an implementation plan to realize the European Youth Guarantee: a new and innovative approach of the European Union, that guarantees that all persons under the age of 25 years within four months of completing their education or loss of previous employment, receive quality and concrete offer, regardless of whether they are registered at the Employment Office or not. Quality offer implies a job offer, practice, internship or education continuing and must be tailored to individual needs and situation.

Italy is focussing on taking effective and long-term measures, emphasizing strategies that integrate prevention, action and compensation, consistently with social and labour policies, and by establishing a closer link between local governments and territorial services.

In **Czech Republic** there are three parallel systems for coaching and counselling. The MSMT system is provided at schools.

The MPSV system offers pedagogical-psychological guidance centres, centres for special pedagogy, educational care centres and information centres for youth are a network of non-profit non-governmental centres that provide young people with information on a wide scope of various topics (from education, leisure, health and lifestyle to citizenship and social issues).

Other counselling and coaching services are offered from private counselling and coaching service providers.

In **Spain** there are not specific coaching and counselling services for VET leavers, we can find some tools and services addressed to young people involved in the educational system (VET, Bachillerato,). The main tools for counselling and guidance are focused on education and training for the employment (depending on labour authorities). Several regional projects for specific target groups are mentioned in the country report.



For **Slovenia** counseling services (for the target group) are mostly organized in schools and executed by social workers. National education institute of the Republic of Slovenia has published Program guidelines for social workers in high schools, its aim is: preventing drop outs. Main tasks/services of counselors are: Planning, monitoring and evaluation; Development and analytical tasks; Consulting for students; Consulting for teachers; Consulting for parents; Professional development.

Austria has four main players offering coaching and counseling for young people:

a) Jugendcoaching / youth coaching: Goal of the youth coaching is to identify drop out endangered young people while they are still in school.

b) Jobcoaching: Jobcoaching offers direct and individual support on the workplace. Initial goal is to offer optimal and sustainable inclusion of people with disabilities or reduced chances into the labor market.

c) Public Employment Service Austria: offers counselling services for young people endangered from drop out or unemployment.

d) Bildungsberatung/ education counselling: The basic offer of the education counselling consists of personal counselling (also possible on the phone or through internet services).

The **Greek** report emphasises, that the placement of psychologists or counselors at each school to more easily identify students who need extra support and prevent effectively leakage and school failure is extremely useful and necessary. But schools staffing (with psychologists) is difficult and expensive for public schools. For private schools the prevention of drop out is based on institutionalized measures well financed, such as communication with parents, psychologists existence within the school, existence of social workers within the school, innovative teaching methods, continuously upgraded equipment, continuous monitoring of students. For public schools, similar measures are very difficult to find due to financial difficulties, the difficulty of communication with students' families, the failure of the responsible public institutions, the inability to impose sanctions.

In **Germany** there are several model projects and offers for young people. One is an assisted training that has combined regular industrial vocational training for the general training market with extensive preparation and support options provided by youth employment assistance. Another example is free-of-charge counselling for youngsters in crisis situations. The offers and projects vary locally.



4. Stakeholders responsible for setting up and financing coaching and counselling services of young people?

Stakeholders in **Austria** are the social ministry, ministry for education and women, divers educational organisations and counselling services etc.

The organisation and funding of projects and counselling services is very varied and confusing. For the end users – the young people – it is not important who is financing the project, it is just important to have an access. This needs good marketing, because the structures are quite complicated.

Spain mentions different stakeholders responsible: national service of employment, regional public services of employment, the European Social Fund. associations, organisations, trade unions, etc.

In **Croatia** the named stakeholders are: the Agency for Vocational and Adult Education, the Ministry of Labour and Pension System, the Croatian Employment Service and CISOK, a central place within the Croatian Employment Service for providing new services for vocational guidance and career development.

In **Czech Republic** the responsibility for funding of setting up and working of coaching and counselling services is shared between the MŠMT (Ministry of Education, Youth and Sports) and those responsible for establishing schools, i.e. regional authorities or in some cases private entities, churches, ministries.

Slovenian educational organizations are predominantly public, although there are a growing number of private institutions that also receive public subsidies as their main source of financing. Ministries involved are: the Ministry of Education, Science and Sport, the Ministry of Labor, Family, Social Affairs and Equal Opportunities and the Ministry of education.

For **Germany** foundations and ministries as well as the economic and municipal development banks from the various States are mentioned. The Sparkasse Foundations as well as the Robert Bosch foundation are all well-known. The ESF programme provides support grants to numerous youth projects and is often called upon by the national institutions to be co-financers.

In **Italy** the National Operational Programme (NoP) “Competenze per lo sviluppo”, under the funding of the European Social Fund), or the National Operational programme



(NoP) “Ambienti per l’Apprendimento”, funded under the European Regional Development Fund, contributed to the design of an overarching strategy aimed at reinforcing the educational system in general. Main stakeholder in this is the Ministry of Education.

Greek stakeholders are the schools, parents and teachers. In some schools there is a staff of psychologists and counsellors. But funding is extremely difficult for public school due to the financial problems of the state.

5. Implementation of counselling competences in VET teacher and trainer training? Frameworks?

For the implementation of **counselling competences in VET teacher and trainer training** there seem to be no specific frames and guidelines in any country. Counselling is mentioned in some curricula, but not enough to be an important part of the training. In some countries there are projects focusing on the systemic upgrading of the necessary competences of teachers (team planning, individualized education plans, project learning, networks etc.), but this is also depending on society traditions and the current economical situation.

At the school level, key staff (experts) in **Czech** are:

- educational counsellors - teachers working on a part-time basis as guidance counsellors; methodologically supported by the relevant educational-psychological counselling centre.
- school prevention consultant (school methodologist) - prevention of risky behaviour
- school psychologists - reduce the risk of the behavioural and educational problems in children, educational and psychological care provision, counselling, diagnostics
- special pedagogues - care for pupils with sensory, physical, mental or speech impairment

In **Italy** VET teachers' in-service training is not compulsory and not regulated by law but it is considered an individual right under the National Collective Work Agreement. Some training activities for VET teachers are provided by universities (Master courses) and public or private vocational training centres (specialisation courses).



In the last few years, the revision of the accreditation system of training and guidance providers has triggered an important reform process in which human resources have been recognised as a key factor for improving the quality of the training system.

Educational / psychological counselling skills are hardly in the center of teacher training and further education in **Germany**. Even the professional pedagogical training of the instructors does not teach these types of skill. At the present moment, external counsellors are being used in schools as well as social educational specialists as part of the training in external centres. The study programme for teacher training does not list any obligatory courses for studying for teaching posts (vocational training) that relate to counselling skills. By contrast there are offers for inter-cultural training counselling through the use of external providers in teacher training. A good example here is that there exists the option of teachers acquiring an "inter-cultural trainer, coach or mediator" certificate that is sponsored by ESF grants as part of the IQ-Networks.

In **Greek** the teachers' role in public schools is of limited possibilities due to the institutionalized framework that determines education and training. There is still a lack of seminars and education in coaching and counseling. Mostly for public schools prevails the need for training and education of teachers in counseling issues and updated pedagogical training methodologies for all of them to meet the youth demands.

For **Slovenia** there are no specific frames and guidelines on this area. The national education institute prepares seminars, conferences, training, etc. Most of them are optional and school decides if they will educate someone on this area. Also there is training for counselling services. Close attention has been devoted to the initial teacher education (teacher education programs have been modernized in accordance with the Bologna reform) and modernization of educational-qualification courses. Descriptions of teachers' competences and proposed criteria for the accreditation of teacher education programs have been made.

There is a number of projects prepared for the systematic upgrading of the necessary competences of teachers, most of which are co-financed by ESF: team planning and implementation of the school curriculum, advising and supporting the individual in obtaining new knowledge (individualized education plans, portfolios), the introduction of project and problem learning, learning to learn the use of ICT, literacy, introducing e-learning, networking of schools, businesses, teachers, development of a network TTnet (teacher Training network).

In response to the needs of young unemployed people, **Croatian** Employment Service set up the Youth Centres. Counsellors who work in the Youth Centre are trained



through: " Youth in the labour market " project, internal trainings, additional trainings in the framework of various projects, continuous training conducted by the Department for development and education of employees of the CES. There is no special teacher training for the implementation for counselling competences mentioned in the report.

Also in **Austria** counselling competences are not part of the VET teacher and trainer training in the analysed curricula. Educational curricula for teachers include mostly pedagogical concepts, methodic competences to plan and create professional challenges (communication, interaction, conflict...), self-competence (being able to establish a fruitful relationship with pupils and being able to offer them counselling in difficult situations) and competences to reflect, evaluate and develop. If counselling is part of the concepts, it is a very small point in a big curriculum. There are offers for workshops from the teacher training college in Upper Austria. In some workshops for teachers systemic competences are offered, but there is no focus on counselling or coaching.

Until now counselling competences are not so important of the VET teacher and trainer training in analysed curricula in **Spain** but things are starting to change. An university master in secondary school and VET teaching was developed by the University of Cádiz. This Master was updated in 2013 and maybe could be a reference in the future. It contains amongst others also the competences:

- of developing tasks of counselling and advising to students in a collaborative and coordinated way, taking part in the evaluation, research and innovation of teaching and learning processes;
- to inform and to advise students and families in matters related to the teaching and learning process, and personal, academic and professional counselling;
- to acquire social skills in family guidance;
- to analyse critically the performance of teaching, good practices and counselling using quality indicators.



6. Implementation of key competences entrepreneurship, intercultural awareness and personal skill in VET in VET curricula?

The implementation of key competences entrepreneurship, intercultural awareness and personal skill in VET curricula is only partly realized. For example in **Austria** the combined VET education in school and workplace gives a good insight for some of the trainees into entrepreneurship in practice. In **Slovenia** open curriculums give schools a possibility to emphasize certain qualifications. Most of these schools also integrate entrepreneurial competences. Entrepreneurship is integrated in some schools with emphasis on economics. But there is a lot more to be integrated and developed.

In **Czech** a curricula for secondary schools includes a subject 'Introduction to the world of work'. Lower secondary education has introduced a subject 'Career path selection'. In addition, pupils may attend various educational fairs, open door days at schools, job brokering events etc.

In **Italy** the Government adopted a range of active labour policy measures, including compulsory short and medium-length training programmes that should enable people to recover transversal and basic skills (including languages and ICT). The majority of additional training programmes deal with environmental protection, labour safety and other content mandated by law. Less common are training initiatives aimed at developing personal skills or at training workers in the use of production techniques and technologies.

Germany specifies inter-cultural training and educating as an interdisciplinary educational principle in the teaching syllabus for interdisciplinary / combined subject education in the general training and vocational training centre sectors. Inter-cultural aspects (e.g. inter-cultural skills as a key skill, inter-cultural teaching, the methodical 'change of perspective' principle, etc.) have been explicitly available for some years in the policy / social studies syllabus in vocational training centres. The vocational training centres should also include activity skills that are developed in professional, human and social skill dimensions.

Slovenian curricula in VET are divided to two parts: closed and opened curricula. Closed curricula is set by the educational system. It focuses on classes for schools and do not determine competences, only knowledge.



Open curriculum is most welcome novelty, which is possible in new renovated secondary vocational and technical programmes. Every school itself can form and perform 20% of learning contents. These contents are adjusted with social partners, teaching staff and students. Every school, with open curriculum, makes these things possible for students:

- extra professional qualification (practical work and theory),
- gaining extra vocational qualifications (another vocation),
- extra general knowledge (key competences).

During the last period, **Croatia** has set ambitious reform goals based on the Education Sector. The new Development Plan emphasizes planning and realization of cross-curricular or interdisciplinary topics contributes to reciprocal linking of educational areas and subjects in a harmonious ensemble. Topics mentioned are: Personal and Social Development, Health, Safety and Environment, Learning to learn, Enterprise/Entrepreneurship, Use of information and communication technology, Civic Education.

The VET-training in **Spain** has two forms.

VET-training in companies: The vocational training courses incorporate a module "On the Job Training" (FCT) that it is developed in companies or workplaces in a real production environment. Its objective is to complete the training acquired at school and it takes place in the second year.

VET-training in schools: VET in Spain offers around 150 training courses in different professional fields with theoretical and practical content. It is organized in qualification of basic training, mid-grade, top grade and specialization courses. These teachings reflect a professional profile, are structured in professional modules of varying duration and it is organized so as to allow the reconciliation of learning for people with other activities and responsibilities.

In **Austria** there are 199 professions that can be trained in companies (2014). The VET training in companies differs fundamental from the school education. The trainees spend most of their time not at school, but in a company, where they gain technical and specialist knowledge. One or two times or some weeks in a row the trainees attend a special VET-school. These VET-trainings last between two and four years depending on the profession. Entrepreneurship is not an emphasized topic in these trainings, but through the work in the companies young people get an idea of it.

Analysing some of the curricula in only a few of them key competences like intercultural awareness and personal skill can be found. In technical orientated VET-trainings key competences are less prominent or lacking.





7. Implementation of key competences entrepreneurship, intercultural awareness and personal skills in VET in VET trainer training?

The implementation of key competences entrepreneurship, intercultural awareness and personal skills in VET trainer training is also divers in the country reports. Again social competences are already an important part in some of the curricula. Intercultural awareness is only partly mentioned, the integration of this topic is meant to happen in social and life science subjects. Entrepreneurship is not a main focus in most countries.

Slovenian research institute had in the framework of the project Eduka (The CBC Slovenia - Italy 1007-2013) developed the guide: "Developing intercultural competences of teachers and students." The manual is intended for both teachers and students. It depends from the teachers and schools how to use the manual. It can be implemented in any school subject or program.

All the schools are implementing entrepreneurial awareness, but usually only prepare curricula and that the teacher himself has to find a way how to get needed knowledge.

From a **German** standpoint key qualifications should be focused on in the training of teachers and instructors, but virtually solely as an activity field in the interaction with pupils or between trainees. However, external further training providers should increasingly offer study seminars for future teachers as well as for all training actors.

Croatian research states that despite numerous efforts, compliance between education system and labour market needs remains insufficient, which also is reflected in the high level of unemployment of people with different levels of education.

Therefore, a continuous effort to increase the quality of vocational skills is needed, which is also one of the key areas in combat with youth unemployment. Smart strategies are necessary to recruit, retain and develop high-quality teachers, improving initial teacher education and professional development throughout the career. Teachers need to develop a strong commitment to continuous professional training, since approach to teaching and learning reforms are needed at all levels, especially in all vocational training programs.

In **Spain** the main objective of teachers of vocational training in the education system is to prepare students for activity in a professional field and facilitate their adaptation to industrial changes that may occur throughout life. Professional competences like: Planning and assessment centres and programs, Management centres. Quality



Management, Prevention of labour and collective risks, Counselling and advising are mentioned. Also social skills, communication and motivation are mentioned next to education for peace and gender equality, diversity, health education and intercultural education.

In **Italy** the demand for training has increased in comparison with the previous years. However, training is still largely dependent on enterprises' needs and training initiatives are therefore unevenly distributed across the country and the different production sectors. There seems to be no organised implementation of key competences in the teacher training.

The **Czech** report states that there is no data available because the offered teacher trainings are too divers throughout the country.

In **Greek** some of the pedagogical practices to prevent dropout can be seen below:

- Early identification of students at risk of school failure and discontinuation of school
- Utilization of supporter - consultant (advocate), in schools
- Innovative teaching practices - Special assistance and capacities enrichment for increasing youth participation in the educational process
- Special assistance and reintegration programs in the educational process and in school environment
- Personalized educational and social encouragement and assistance
- Guidance for learning linked to youth's future employability path

But under the recent crisis new environment, loss of jobs, reduction of teachers' salaries and public servants remuneration all above is very relative depending on a personal attitude, perception and conscious.

For **Austria** it can be said that social competences are an important part of the curricula. Intercultural awareness is only partly mentioned, the integration of this topic is meant to happen in social and life science subjects.

Entrepreneurship is integrated in some schools with emphasis on economics. A good example for this is the project training firm which is a good practice example.

Entrepreneurship as a school subject could not be found in the curricula.



8. Good practice examples or projects

In the country reports many good practice examples are mentioned. This summary highlights some of them to give an overview and an insight into topics and focus points.

Data collection / Strategy

In **Croatia** the Agency for Vocational and Adult Education has developed an **information system of vocational education**. The system compiles and enables processing of all relevant data on schools, students, employees, school equipment, school buildings and facilities etc. necessary for analysis, planning, monitoring and management of the vocational education.

Counsellors from the Agency for Education have been investigating, analysing and working on **improving the system of professional training of educational workers**. A new Strategy of professional training for the professional development of educational workers and five E-learning programmes for professional development was presented.

Training firm

In **Austria** the training firm as a model of a real enterprise is implemented in economical orientated VET schools (commercial academy, academy for agriculture and forestry, fashion schools, academy for tourism, technical VET-schools, VET schools for combined school-workplace training and universities) since more than 20 years. The training firms do business. They buy and sell products or services and do the necessary official channels online. They act within Austria and also abroad. Training firms connect theoretical and practical learning experiences.

In **Croatia** the training firm is implemented by an organisation called SUVT. Its main focus is to support contemporary, practical classes of economic subjects by applying teaching methods of the Training firm.

Projects:

The project "**Second chance for dropouts**" in **Croatia** is intended for persons under 24 years who have completed high school. The project provides free education for 15 young people, which will gain a new profession through the program - Organizer of media events.

The **project "Stop Dropout"** was realized in some European countries, including the **Czech Republic**. The overall objective of the project was to reduce the dropout rates of learners in vocational education and training, by providing materials and tools for



counsellors and trainers to develop their own skills in working with groups, to detect potential dropouts and the special characteristics of learners' groups, provide support adjusted to individual needs, and thereby improve the quality of their vocational education systems.

In **Slovenia** the **Program Moje podjetje** (My company) is aimed at shaping career development skills and the pursuit of self-interest. The program is based on a method of learning by doing and offers challenges in various areas of business processes.

In **Italy** the **Methodology - TeamCoaching** is an innovative training methodology which is geared towards teamwork. The participants take over different roles and fulfil various tasks in interactive teams. The training environment takes the form of a simulation of an organization or a business.

The **LEG programme** aims to promote the connection between companies, local authorities and educational institutions during summer to support future professional choices and the transition phase after secondary schools and focuses on summer work experiences.

Spain highlights the “**Iniciativa Emprendedora 2.0**”: The programme aims the develop of enterprising spirit among the students through a methodology that combines actions for increasing sensitivity among teachers and students and the development of viable business projects using innovative learning processes linked to new technologies. The main activity of this initiative was the Business plan.

School initiatives:

In **Croatia** a **School of entrepreneurial competitiveness** in the labour market for high school students was established.

A project for modernization of the system of professional development of vocational teachers will develop and implement a modern system of professional development for teachers of vocational subjects and will strengthen the role and capacity of the Agency in the planning, development, implementation and monitoring of professional development. Vocational teachers, as a target group, will be provided with better support so they could be able to strengthen their competencies and thus raise the quality of teaching and pupils' achievements and capacity to implement the reforms in vocational education.

In **Slovenia** “**Ustvarjalnik**” offers a year-long entrepreneurial program in secondary schools and works on a network of successful youth mentors who encourage their peers to the realization of ideas.

Also in Slovenia the magazine “My finance” (“**Mladi in denar**”) prepared in cooperation with independent experts and teachers for higher grades of primary schools (7th, 8th



and 9th grade) and all secondary schools program of financial literacy of young people “YOUNG AND MONEY”. All primary and secondary schools can apply to the project. The project “INICIA FP” in **Spain** aims to produce contact between teachers interested in investigating new ways of working in VET schools and new ways of relation between schools and companies. The main objective of the project is to carry out an innovative change in the management of VET schools, aiming the link between them and companies to create new and valued ways of relation.

In **Austria** the pilot project **Secondary Business School** is a school-trial that provides general and business-oriented education in an integrated form, which qualifies for all sectors of the economy and the administration. Education at the Secondary Business School ends with a Final Examination.

Another **school-trial** implemented in several VET-schools emphasizes **entrepreneurship skills**. Focused content in the curriculum is social competence (social responsibility, communication, cooperation, conflict management, leadership, self-responsibility, life skills) and entrepreneurship (company accounting, balance sheets, company environment, investment, sale...)

9. Which good practice tools should be included in the tool box?

Good practice tools are also included in the country reports. A tool box will be developed in this project (lead: AKLUB Centrum Vzdelanvani a Poradenstvi, Czech). This Summary report will again highlight and merge some of the tools and suggestions.

The **tool box** of the **project „tune in – combating drop out“** contains working material and good practice methods for the work with groups of young people. It addresses especially drop outs and situations, when the group is lacking for motivation. It offers games and experiences for communication, team building and also technical skills.

Source: <http://www.tune-in-project.eu>

Leonardo da Vinci – Transfer of Innovation: WP 2 tune in! tool box for combating drop out

Activity 4: development of additional good practice methods

„Stop drop“ out is also an European project to reduce drop out in school and VET-training. It supports teachers, trainers and counsellors to identify risk factors and develop strategies to avoid drop out. The method-set contains 4 brochures:

- supplement: informs about the background of the project



- risk check: test instrument
 - counselling profile: information about theoretical background of the counselling tool
 - support network: experiences and good practice for the support of young drop outs
- Source: <http://www.stop-dropout.eu/index.php?id=5&L=1>

"My Choice" is a vocational guidance computer program intended for users who are thinking about changing professions and to all those who want to learn more information about specific occupations.

Source: <http://www.cisok.hr/alati>

For the project **"Culture Pilots"** a curriculum addressing women with migration background was developed. This curriculum contains also methods for gaining self-confidence, developing self-responsibility, biography work, communication and conflict-management.

Source: www.culturepilots.eu

European Commission - Life Long Learning Program: Culture Pilots curriculum for transfer.

Moja izbira / My choice offers a set of tools for teachers/trainers to guide young people towards decision about employment or further education.

Source: <http://www.mojaizbira.si/pomoc-svetovalnim-delavcem?item=501>

Kam in kako / Where and how contains tools for deciding what kind of job individual wants to do in life.

Source: http://www.ess.gov.si/ncips/cips/kam_in_kako

Cherish your skills: The Skills Passport is a document, which has been developed to help you recognize the skills you have achieved at school, at work and through life experiences. These skills are called the Key Competencies. Key Competencies can be demonstrated through employment, voluntary work, during student life and in day-to-day life.

Source: <http://www.lu-sb.si/cherish-your-skills.html>

Also the **Platform EPAL** should be a good base for many tools needed for adult education.

Source: <http://ec.europa.eu/epale/sl>

A **dictionary** of skills and competences to be found in the web:

Source: http://disco-tools.eu/disco2_portal/

The **handbook** of the **TEAMCOACHING** project contains several considerations, examples and possibility of implementation of the methodology in different realities. It is available in 5 languages.



Source: <http://www.leonardo-teamcoaching.de/seite49.html>

@prendizext is a programme of dual vocational training developed in Extremadura. This programme is an active policy of employment aiming to improve the possibilities of labour insertion and professional qualification of unemployed people through integrated actions of training linked to the change of productive model and the needs of new economic activities with possibilities of creating jobs.

Source: <http://extremaduratrabaja.gobex.es/empresas/ayudas-y-programas-especiales/formacion-y-empleo/@prendizext>

Further suggestions for the tool box from **interview partners** were:

- Information about the professional working world
- Realistic scenarios about work and possibilities for orientation and further education
- Career opportunities
- Competence tests (basis for further planning of measures)
- Learning styles
- Entrepreneurship
- Cooperate social responsibility
- Social skills / Personal development
- Motivation and personal skills
- Wishes and dreams of the young people
- Health topics (eating disorders etc.)
- Prevention of violence
- Self questionnaires
- Self-Presentation
- Group work / Teamwork
- Intercultural competences / Diversity Management
- International exchange / Networks
- Leisure activities

10. Suggestions for reducing drop out and early school leaving

Suggestions for reducing drop out and early school leaving were mentioned in all interviews. The interview partners also talked about **important knowledge, skills and competences of trainers and counsellors** and made some remarks to that topic. The quotes and information of the interview partners is summarized in the following text.

One of the most important topics for the interview partners was **prevention**. There are a lot of projects for drop outs, a lot of effort goes into bringing them back into the system. It is important to start as early as possible – that means in the schools and in the vocational training places.

Prevention and early intervention can be strengthened through better support for those at risk. There should also be better **support for teachers, trainers** and other education staff, **parental involvement** and stronger **cooperation in and around schools**, including with local communities and stakeholders.

Young people should have the opportunity to **experience working life** before they have to decide, what they will do in the future. It is necessary to develop ideas and inner pictures of a qualification to have the motivation of learning it. Role models are essential in this process.

The known **risk factors** for drop out (not enough support from family, aggressive or very quiet behaviour, mobbing, social media...) should be used as **filter to identify endangered youngsters** from an early stage on.

The **support and information for the parents** should be emphasized and increased. The information should begin early on, one interview partner suggested already in Kindergarten. The problem is that the parents are often overwhelmed and not able to support their children enough. Often social challenges and learning disabilities go hand in hand.

School is again an important topic: Some interviewed partners were pretty convinced that **traditional school teaching** and training possibilities are **not suitable** for young people at social risk or in a dropout perspective, to attract and interact with them it is needed an external support or at least non-conventional compared to traditional actions.



Extra-curricular activities and measures to raise the self-esteem, motivation and resilience of young people at risk of leaving school early are also important.

Schools should **work together** with **partners from industry, universities, associations**, employment agencies and job centres. These strategies are all **network-oriented** as well as being dedicated to preventing double structures and they also enable instruments and strategies to be established for projects that already exist.

Young people should be trained in **social skills, personal development** and also relaxation techniques to be able to deal better with stress and tension. Time management is also an issue.

It is suggested to have **personal coaching** for the young people, to be able to meet them in their needs and challenges.

Training in **project management and entrepreneurship** is also mentioned to be a factor for reducing drop out. Also **combining general education with work experience** can be an alternative and for some learners a more motivating path through education.

Another suggestion is to establish a **VET-training start phase** according to the accompanied start phases at universities. In this time the young people could be better prepared to work life and challenges at VET-school. This could also be an additional transition year between school and workplace.

11. Important knowledge, skills and competences of trainers and counsellors

Trainers and Coaches should have quite **big range of competences: pedagogical, sociological, psychological pedagogical, communication skills, empathy, reflectivity and entrepreneurial mentality**. The most important focus is on competences that they should pass to the youngsters. For the credibility he should have experiences on that field.



They should use **social networks** (Facebook) in order to communicate with young people in a less formal way and ability to establish a close relationship with young people.

Some interview partners believe that **specific knowledge** (financial management, project management, time management, personal and professional development, work on self-esteem, marketing and sales) is very important, which means that trainers and counsellors should be experts in their work areas.

Very important in the view of interview partners is lecturers' enthusiasm, they should be **motivators**, approachable and straightforward, business people who have the skills and knowledge of **coaching and** have specific **economic experience** to be authentic and credible in the eyes of young people, it is important that young people experience him/her as a mentor and coach.

A helpful trainer or counsellor is to be an open and likeable person who is good at **networking**. He or she should be a door opener to important organisations, companies, institutions and be able to filter and connect in the interest of the young person.

Psychological and pedagogical knowledge is equally important than **field competence**. It should be somebody who knows about the situation of VET-trainees and can be empathic with the situation of a young person. The trainer or counsellor needs to be authentic and credible for the target group.

For **special groups** like youngsters with migration background **role models** would be important. Also for girls learning technical skills and boys in training for social professions. There should be a possibility to choose the coach – depending on the needs and the background of the person.

Important and needed knowledge of trainers and counsellors:

- Ability of guiding, setting boundaries working with people
- Communication skills
- Fundamentals of entrepreneurship
- Leadership experience
- Knowledge of the school system
- Knowledge of the further education and vocational training sectors
- Knowledge of basic tools for career guidance
- Social and educational pre-qualifications in youth counselling



- Presentation skills
- Sales skills
- Professional experience

Personal competences of trainers and counsellors:

- Human factor (empathy, personal interest in work, real values, stable)
- Listening with curiosity and reflecting with accuracy
- Questioning for exploration, constructively challenging and seeing different perspectives
- Passionate in developing people (personal and professional)
- Providing feedback for development, encouraging and supporting
- Intercultural acceptance of differences
- Intuition

The Czech report summarizes the competences of a good coach and trainer:

- He (or she) is trustworthy. Young people feel safe with him (or her).
- He demonstrates unconditional acceptance, genuineness and empathy.
- He is able to understand things from perspective of young people.
- During counselling he is here only for young person.
- He believes in young person. He has a sense of hope and confidence in young person ability to find good solution, to change situation. He is able to help young person to do it.
- He gives his full and undivided attention to young person during counselling.
- He is able to listen without interrupting. He talks much less time than young person during counselling.
- He lets young person to choose the topic of the counselling session.
- He helps young person to find own solution instead of giving advice or telling them what he/she should to do.
- He is warm, calm, sensitive, caring, open, patient and concerned.
- Young people can be themselves when they are with him. Young people don't feel judged, criticised or written-off.
- He sees young person as the expert of his/her life.



Part II: Country Reports

Country Report Austria

Initial position

Europe is facing a growing need of qualified employees. Also it desires to integrate young people who at present have no chance to get involved into working life. While some industries already lack qualified employees the countries in the EU are facing a growing rate of young people without a real chance to find a job. So it is a key issue in Europe to involve and keep young people in VET and to improve the cooperation between VET and the employers.

This study gives an **overview on the current situation in Austria**, asks about integration of key competences in VET curricula and focuses on good practice examples to support the implementation of new projects and the further development of existing projects to help young people in staying or entering the labour market.

This report also includes the **summary of 5 interviews** with stakeholders and experts for the work with young people added directly to the chapters. The statements of the interview partners are highlighted in italic type.

Quoted interview partners:

Gabriele Einsiedler –project manager for drop out prevention and reintegration of early school leavers projects at a VET centre in Upper Austria

Walter Prehofer – WIFI Upper Austria, Chamber of Commerce

Ms. Mittmansgruber and Ms. Allerwegerer, AMS (Austrian Public Employment Service)

Renate Höfler, owner of a company producing heating systems

Christa Aistleitner, social ministry



Definitions

Drop-outs are young people who quit their education (school or VET) without reaching the certificate. There is no statistic if they are able to enter the system and start another education or if they stay unemployed.

Early school leavers are young people between the age of 18 and 24 who have no further school degree (just compulsory school) and are not participating in any VET education or other educational systems. This is the group we focus on in this study. Both phenomena are closely related and are often treated equally in studies and projects.

1. What is rate of VET students and drop outs of VET in Austria?

Austria has related to the EU-Benchmarks concerning early school leavers a relatively good position: **2013 it was 7.3 % of the 18 -24 year old**, that didn't have a school leaving certificate or a completed apprenticeship in VET.

Early School Leavers

	2004	2008	2013
15-24 not in education	10,1 %	10,0 %	
18-24 not in education	11,2 %	11,5 %	7,3 %

Source: Statistik Austria / Mario Steiner

For Austria we are talking about **94.100 Early School Leavers** within a group of 942.600 young people in the age of 15-24.

Source: Statistik Austria / Mario Steiner:

http://www.forschungsnetzwerk.at/downloadpub/2009_steinerStudieEarlySchoolLeaving.pdf

Drop out rates in schools are high: between **one third and half of all students** leave VET schools without reaching a certificate. Gender is a factor in this: more boys than girls drop out and also cultural background: students with a first language that is not German have a higher risk of drop out.

Sources: <http://derstandard.at/1333528812074/Sekundarstufe-II-Ein-Drittel-bricht-Schule-vorzeitig-ab>
<http://www.stop-dropout.eu/index.php?id=2&L=1>



Approx. 40 % of all young people in the age of 15 start a **vocational training in a company**. Studies estimate a **rate of 17 %** young people who don't finish their education at all.

Source: http://www.ibw.at/components/com_redshop/assets/document/product/1349937831_ibw_research_brief_nr77.pdf

Only school certificates and not even a completed apprenticeship are enough for making a living in our modern society. It also needs other competences and life skills to lead a successful private and professional life.

School and educational drop out is an individual and a social problem that connects to the equality of chances. There are complex sources of it and a variety of explanations. Sure is, that drop out reduces later life and professional chances and increases personal risks in health, social exclusion or unemployment.

Apart from the personal consequences also a modern society based on techniques and knowledge can't afford whether inequality of chances nor lack in education. Estimations made by Hanushek und Wößmann (2010) in BMBF / Statistik Austria 2014 tell that the yearly progression of the gross national product could be increased by 0,5 % in reducing the school leavers with not adequate reading competences.

Source: BMBF / Statistik Austria 2014: Schlüsselkompetenzen von Erwachsenen. **Vertiefende Analysen der PIAAC-Erhebung 2011/12**

All interview partners knew that the drop out rate is very high. Especially VET-trainees in companies are often not able to finish their training because of school reasons. An assumption from one interview partner is, that the trainees are afraid of the final exams. A number mentioned from one interviewed expert is, that approx. 5 % fail the exam and don't try it any more and another 5 % don't even try at first.

2. Data on when, how and why drop out occurs?

The project "Tune in – combating drop out" (Lifelong Learning Program) focuses on methods and approaches to reintegrate young people into the labour market. The concept names the following **affective factors** that are **leading to early school leaving and drop out**:

Family

- Low level of education of parents or of other relatives;
- Socioeconomically conditions, unemployment;
- Habitative conditions not adequate;



- Low linguistic & cultural motivation, also for different geographical and ethnic origin;
- Inadequate educative attitudes:
 - Overprotective attitude: is leading to difficulties with facing new situations or daily difficulties, also to the rules for living together;
 - Authoritarian attitude: used by parents and can influence the child which may react with closure or waiver initiative, tendency or opposition to aggression;
 - Permissive attitude: can be taken by the child as a manifestation of low interest; that leads to an excess of liberalism, does not allow the development of the capacity to tolerate frustration, which, inevitably, influence negatively on interpersonal relationships and situations outside the family;
 - Devaluation of the young: attitude that generates a feeling of inferiority and a general sense of helplessness in facing situations to deal with, as well as difficulties in relationships with peers, because the young often will respond more aggressively;
 - Non-coherence in attitudes: the lack of unity and continuity in the behaviour of adults towards the young has an effect on his affectivity, increasing the difficulty of adaptation.
- Poorness of offered relationships;
- Low quality in realization of parents' role as moderator between the young and the external world;
- Affective lackness;
- Family isolation.

Factors related to the social context

- Coming from economically poor areas.
- Disintegration of the family.
- Child labour.
- Territorial and institutional failures.
- Economic, geographical and/or political marginalization
- Media overexposure.

Culture

- Culture of indifference.
- Culture of commoditisation.
- Culture of precariousness.
- Culture of risk or challenge.
- Productive culture and consumption. Violent socio-cultural models.



- Culture of death (genetic engineering, eugenics).
- Drug-addiction, Alcoholism.
- Prostitution, sexual slavery work.

Source: <http://www.tune-in-project.eu>

Individual factors

- Low self-esteem
- Lack in intrinsic motivation (lack in curiosity, low level of competences)
- Lack in extrinsic motivation (accumulation of failure)
- Character immaturity (emotional restraint, low emotional control, separation anxiety, low frustration tolerance)
- Inadequate attributions: reasons of events are only seen in external factors, learned helplessness
- Apathy: motionlessness, low ability to get in contact with people, things or ideas, taciturnity, weariness
- Excessive emotional reactions
- Anxiety disorder

Source: www.tune-in-project.eu

Early school leaving is a complex, multi-faceted social process. It is reflective of a range of inter-related personal, social, economic, educational and family-related reasons.

Schools play an important role in addressing early school leaving but cannot and should not work in isolation. Schools should be a place where pupils feel comfortable and supported, feel ownership of their own learning and can engage in the life of their school community. This is important both for the emotional, social and educational development of the pupil and for the overall governance of the institution. As a condition of successful learning, teachers need to strengthen their role as facilitators of learning. They need autonomy, time, and space for innovation, teamwork, feedback, self-reflection and evaluation. They need access to enhanced opportunities for continued professional development.

Source: https://www.bmbf.gv.at/schulen/unterricht/ba/twg_report_final_25671.pdf?4dzgm2

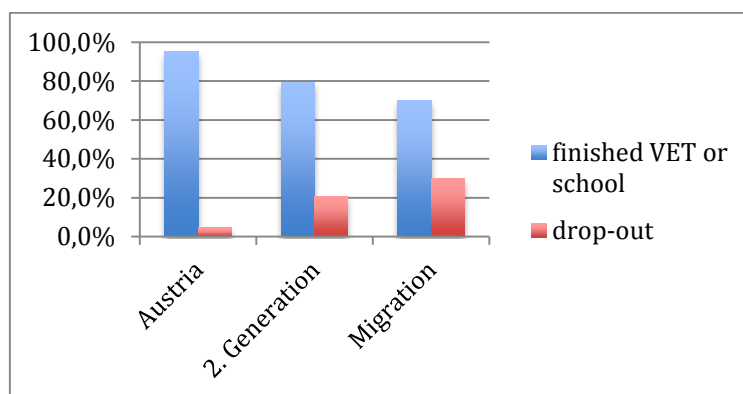
The drop out occurs mostly in **two phases**:

- In the age of 15/16 when the compulsory school ends and no entry in a vocational training occurs
- In the age till 20 when the young people drop out of VET, sometimes just before getting a degree

In the international comparison men are mostly more endangered to leave school or VET early. In Austria there seems to be **no gender difference**.

Persons with **migration background** have significantly **higher drop out** quotes. Experts speak of a **high social selectivity** of the Austrian educational system connected to ethnic background. It also can be noted, that young women with a different cultural background have higher drop out rates than men. In the group with Austrian background it's the other way round.

(Source: Statistik Austria / Mario Steiner)



Young people who live on the **countryside** have **more chances to stay** in school or VET than young people in towns over 20.000. Other educational studies still show discrimination from people on the countryside concerning educational chances. For the basic education till level 2 this seems to be different.

Is the **educational degree of the parents** high the drop out quote of the children is just about 3.9 %. The inequality does not just increase the lower the educational degree of the parents is, it multiplies: if parents are also early school leavers also 19.6 % of their children will drop out of school or VET without a degree. It could be said, that the low educational basis is inherited.

The **risks on the employment market** for early school leavers and drop outs from VET are significantly higher and can be named as serious. They have a more than threefold higher risk to be unemployed and a four times higher chance to do only unskilled work. Their risk to completely drop out of the labour market is 5 times higher.

(cf. Statistik Austria / Marion Steiner).

The interview partners mentioned that school is overstraining some of the trainees. Especially the newly established organisational form of training in the company (9 months in a year) and blocked school for 3 months (per year) in a row is to stressful especially for



less qualified kids. They would need to learn on the evenings and the weekends, that's not what they want in this age. Support systems (tutoring) are not able work properly in this reduced time and are often not available on weekends.

The training on the job gets more challenging. Companies tend to employ less VET-trainees, so they choose only the best and the expectations are getting higher. Also there is a lack in role models within the companies, the trainees can't build up motivation amongst themselves.

Another risk factor that was mentioned in the interviews is the family. If the family is not stable the risk of early school leaving or drop out is very high. If the family is not supportive some of the young people tend to aggressive behaviour, others withdraw. Another risk factor is mobbing and also social media that push the youngsters to present themselves and provide another stress factor.

The personal factors of the young people are of course a big influence on the success of the VET-education. Not all young people at the age of 15 are capable to go to work every day, fit into a team, learn and fulfil orders. Especially not so gifted youngsters have a problem with integrating into adult work life.

Last but not least a wrong choice of profession or education is also a risk factor that could be reduced with more offers for professional orientation already in compulsory school.

A negative experience for young people at that age is multiplying underlying difficulties and challenges. The drop out starts a downward spiral that is not easy to leave. To motivate the youngsters and integrate them again is hard work for projects, counsellors, teachers and parents.

3. What coaching and counselling services for young people are there in your country? How do they access people? Evaluation results?

a) Jugendcoaching / youth coaching

Since autumn 2013 in Austria exists a project called "**Jugendcoaching**" (youth coaching). Goal of the youth coaching is to identify drop out endangered young people while they are still in school. They have the opportunity for coaching and counselling from their last compulsory school year. The project supports the transition between school and work and addresses so a precarious time in the life of the youngsters.



Young people between 15 and 19 (and if needed even longer) get the possibility to have 30 hours counselling and coaching from social workers or psychologists per year. The offer is voluntary and is based on a three-phase case management method.

Goals of the youth coaching are:

- Counselling for young people who are endangered to drop out of the system, to help them find their own professional orientation
- Helping young people with psycho-social challenges
- Placement in other projects, to internships or counselling services

The coaches work closely together with the schools. Teachers identify possible clients and give the names – with accordance of the parents – to the coaching project. Above this, the youth coaching can be used from every young person above 15.

Youth coaching also works in close connection to local companies and industries to open chance for the young people on the labour market.

Source: <http://www.neba.at/jugendcoaching/warum.html>

Youth Coaching Step 1 – 3 hours per person

- First Information for young people and their parents
- Defining the starting point (school achievements, internship, challenges...)
- Finding goals
- Planning the realization
- Saving results

The first step lasts approx. 1 month. First goal is to develop trust and a supporting counselling relationship. The young people are motivated to find goals and visions for themselves.

Youth Coaching Step 2 – 8 hours per person

- Defining goals
- Detailed clearing of the starting conditions (school achievements, internship...)
- Finding potentials – clearing with goals
- Planning realization of goals
- Professional orientation
- Training for applications
- Internships
- Career plan
- Professional comments
- Follow-up counselling



In this step aspects of case management (contacts to other relevant institutions and companies) are already included. The young people develop a clear goal for their further school and working career. After this phase an additional need for counselling is agreed.

Youth Coaching Step 3: Counselling and Case Management - 30 hours per person

In an additional year young people with special needs and multiple challenges that cannot only be solved in the context of school and work training, can be accompanied by youth coaching with case management.

- Definition of goals
- Process-orientated clarification of the profile
- Affection- and skills-profile
- Clarification profiles and personal goals
- Counselling
- Coaching
- Professional orientation
- Training for applications
- Internships with reflection
- Planning of further steps
- Handover to other institutions or services
- Reflection
- Follow-up counselling

Source: concept Jugendcoaching BFI OÖ.

b) Jobcoaching

Jobcoaching offers direct and individual support on the workplace. Initial goal is to offer optimal and sustainable inclusion of people with disabilities or reduced chances into the labor market. Professional, communicative and social competences are supported and developed to reach a permanent and autonomous level of work ability.

Additionally the companies and colleagues are sensitized to meet the needs of disabled or disadvantaged groups and persons.

The target groups of Jobcoaching are:

- Persons with physical disadvantages or disabilities
- Young persons with special learning needs
- Companies who offer work to these groups

Offer for employees:



- Supervision from the first working day on
- Support in the difficult time of adjustment and retraining
- Support in local and regional orientation
- Counselling in challenging situations
- Help for organizational problems
- Support in strengthening of personal communication skills
- Support in gaining more independence on the job

Offer for employers:

- Information about supportive tools
- Information about financial support for employing a person with handicap
- Information about the potential of the target group
- Support in the company to implement sustainable integration and equality of groups with special needs

Jobcoaching Step 1:

A contact between client and company is established. The problem analysis gives a starting point for the definition of goals.

Jobcoaching Step 2:

Skills and abilities of the clients are tested. The clients are enabled to get to know their work space, the relevant colleagues and managers and have time to get used to the requirements. Problem solving strategies are developed and implemented.

Jobcoaching Step 3:

The goals are evaluated and adapted and a further action plan is developed between employee, company and the counselor of Jobcoaching.

Source: www.neba.at/jobcoaching

c) AMS: Public Employment Service Austria

The Austrian Public Employment Service (AMS) is Austria's leading provider of labour market related services. AMS matches candidates with job openings and assist jobseekers and companies by offering advice, information, qualification opportunities and financial assistance.

Within the framework of the Federal Government's policy of full employment, the AMS renders a major contribution to preventing and eradicating unemployment in Austria. Commissioned by the Federal Ministry of Labour, Social Affairs and Consumer protection, the AMS assumes its role as an enterprise under public law in close



cooperation with labour and employers' organizations.

AMS also offers counselling services for young people endangered from drop out or unemployment.

Source: www.ams.at

d) Bildungsberatung / education counselling

The network education counselling includes 11 partners in Upper Austria who offer free counselling on the topics of:

- Professional advanced training
- Professional orientation
- Re-entry into the labour market
- Educational attainments
- Facilitation and benefits for education and advanced training
- Admission of educational achievements

The basic offer of the education counselling consists of personal counselling (also possible on the phone or through internet services). Some partners also offer special information for persons with different cultural backgrounds, migration experiences and disadvantaged groups (e.g. women in some regions). They are also present in educational exhibitions and offer free talks and information evenings at various occasions.

Source: www.erwachsenenbildung.at/bildungsberatung

In **each federal state an own network** exists with different partners and organisations. To make the offers available several webpages and information networks distribute the possibilities.

Examples: <http://www.bib-atlas.at>

<http://erwachsenenbildung.at/bildungsinfo/orientierung/bildungsberatung.php>

The interview partners all know about the supportive system and the counselling offers. But they also state, that there are not enough projects to meet the need especially because young people who are endangered of early school leaving need long-lasting and intense support to be motivated and reintegrated.

The offers of counselling and training are rated as very good and reasonable. A problem is, that there is a lot of bureaucracy involved that makes the projects less flexible. Especially the young peoples needs would need more spontaneous reactions.

An important offer that was emphasized in the interviews is the counselling service for



employers. They are encouraged to seek counselling in case of problems with the VET-trainees. At the moment there is more offer than demand for this.

In schools there are offers from youth coaching services that present themselves directly in the classes. Not all schools enable the service and it is very depending on the cooperation with the individual teacher. On interview partner recommends an obligatory presentation of the counselling offers during the last compulsory school year.

4. Stakeholders responsible for setting up and financing coaching and counselling services of young people?

The project “Jugendcoaching” (youth coaching) is established Austrian wide since 2013. It is financed from the social ministry in cooperation with the ministry for education and women. The implementation is realized through partners of the local civil services (Bundessozialamt) associations, organisations. In Upper Austria youth coaching is offered from the bfi, the Volkshilfe and the social initiative. In every federal state different organisations offer the service.

The project Jobcoaching is financed by the Social ministry and also implemented by different services and associations.

The organisation and funding of projects and counselling services is very **varied and confusing**. For the end users – the young people – it is not important who is financing the project, it is just important to have an access. This needs good marketing, because the structures are quite complicated.

The interview partners stated also, that here are many projects that support young people. The complexity and variety is very difficult to understand. It is depending on teachers, parents and counsellors if the right project and measure for the youngster can be found.

One interview partner recommends the major or the city council as mediators, because this is probably one of the best-known information platforms.

Important stakeholders in the view of the interview partners are also migrant communities and associations, street workers, youth centres, vocational counsellors in schools (must be different from teachers).



5. Implementation of counselling competences in VET teacher and trainer training? Frameworks?

Counselling competences are not part of the VET teacher and trainer training in the analysed curricula. Looking into some curricula the following content can be found:

Inclusive school and diversity and **education and development** (University Vienna, curriculum for computer sciences, curriculum for household economics and nutrition, curriculum for exercise and sports)

Source: http://studentpoint.univie.ac.at/vor-dem-studium/lehramtsstudien/?no_cache=1

The University Linz offers curricula for nature science teachers. These include: **Pedagogical concepts, methodic competences** to plan and create professional challenges (communication, interaction, conflict...), **self-competence** (being able to establish a fruitful relationship with pupils and being able to offer them counselling in difficult situations) and **competences to reflect, evaluate and develop**. Counselling is part of this concept, but it is questionable if a small point in a big curriculum can be enough to develop counselling competences.

Source: <http://www.jku.at/content/e262/e242/e2380/e1738/e1731>

The University Salzburg offers education for teachers in languages, social sciences, philosophy and political science (and other subjects). The curricula include **pedagogic and psychology, diversity** and **reflection-abilities**. Coaching or counselling is not part of the education.

Source: https://online.uni-salzburg.at/plus_online/wbMitteilungsblaetter.display?pNr=241797

We also analysed the offers for **workshops of the teacher training college** in Upper Austria. In some workshops for teachers systemic competences are offered, but there is **no focus on counselling or coaching**.

Offered workshops are e.g.:

Intercultural society and multilingualism

Improvisation as a learning culture

Supervision for personal challenges in teaching

Inner Team

Systemic view on schools

Culture and communication

Motivation

Source: [http://www.ph-](http://www.ph-ooe.at/fileadmin/old_fileadmin/fileadmin/user_upload/fortbildungaps/Downloads/sommerbildung_2014.pdf)

[ooe.at/fileadmin/old_fileadmin/fileadmin/user_upload/fortbildungaps/Downloads/sommerbildung_2014.pdf](http://www.ph-ooe.at/fileadmin/old_fileadmin/fileadmin/user_upload/fortbildungaps/Downloads/sommerbildung_2014.pdf)



6. Implementation of key competences entrepreneurship, intercultural awareness and personal skill in VET in VET curricula in your country

a) VET-training in companies

In Austria there are **199 professions that can be trained in companies** (2014). The VET training in companies differs fundamental from the school education. The trainees spend most of their time not at school, but in a company, where they gain technical and specialist knowledge. One or two times or some weeks in a row the trainees attend a special VET-school. These VET-trainings last between 2 and four years depending on the profession.

Source: www.bic.at

Analysing some of the curricula in a few of them key competences can be found: The curricula for the VET-training of hairdressers/stylists and pharmaceutical/commercial assistance contains also: **methodic competences** (creating solution strategies, gaining and structuring information, making decisions), **social competences** (working in teams, leading staff), **personal competences** (self-confidence, openness for education, articulate needs and interests), **communicative competences** (communicate with customers, superiors, colleagues), **working values** (carefulness, reliability, punctuality), **customer orientation** and **ergonomic design** of the workplace.

Sources:

http://www.ris.bka.gv.at/Dokumente/BgblAuth/BGBLA_2014_II_135/BGBLA_2014_II_135.pdf

http://www.ris.bka.gv.at/Dokumente/BgblAuth/BGBLA_2014_II_137/BGBLA_2014_II_137.pdf

In the more **technical orientated VET-trainings key competences are less prominent** or lacking. The training curricula for automobile technology, carpenter, or painter contains only the technical guidance for customers.

Sources:

<http://www.bmwfw.gv.at/Berufsausbildung/LehrberufeInOesterreich/ListeDerLehrberufe/documents/kfztechnik40082008.pdf>

http://www.ibw.at/components/com_redshop/assets/document/product/1409922680_ausbildungsleitfaden_tischlerei.pdf

http://www.ibw.at/components/com_redshop/assets/document/product/1409646032_ausbildungsleitfaden_maler.pdf

The VET-curricula for plastics engineering is a more recently developed training. It focuses also on the technical part of the training, but has also the following addition: in



the training of the technical knowledge and skills also the development of the personal personality has to be focused. Goal is to develop the necessary key competences **social competence** (openness, team work, conflict management), **self competence** (self-assessment, self-confidence, autonomy, resilience), **methodic competence** (presentation, rhetoric, communication competences also in English) and **competences for self-directed learning** (willingness, knowledge about methods, ability to choose appropriate media and material).

Source:

<http://www.bmwf.gv.at/Berufsausbildung/LehrberufeInOesterreich/ListeDerLehrberufe/documents/kunststofftechnik232004idf2272008docf.pdf>

b) VET training in schools

VET schools offer education for pupils between the age of 14 and 19. The duration of the school is depending on the school type. Some schools are designed for 3 years, others for 5 years (these end with a general examination for university entrance). An initiative for educational standards in VET training is working on the implementation for **competence orientated education**. Competences are described as more than simple knowledge. Individual competences contain a network of connected aspects like know-how, skills, understanding, ability to act, experience and motivation. They are seen as the basis for the success of learning processes.

In an on going project **educational standards** for different school subjects (mathematics, german, nature sciences, economy etc.) are defined. The project develops and provides material and practical examples for the teachers. Goal is to support the educational ability of the pupils and active participation in social life. Competence orientation is meant to become an essential part of lesson plans, teaching and assessments.

Source: <http://www.bildungsstandards.berufsbildendeschulen.at/de/home.html>

Educational goals for HAK schools (economical school for the age group 15-19) contain next to a modern economical education and practical experience in a training firm also **communicative skills** (rhetoric, communication, ability to solve problems, team work). An emphasis is also made in training students to be **active and responsible citizens (as entrepreneurs, employee and consumer)** and **sensitivity for other cultures and religions**. Students are motivated to

Source: <https://www.hak.cc/ausbildung/handelsakademie/bildungsziel>



7. Implementation of key competences entrepreneurship, intercultural awareness and personal skills in VET in VET trainer training in your country?

For the research some curricula from VET teacher training courses were analysed. According to the great variety it is only possible to focus on some examples. In summary it can be said, that **social competences are an important part of the curricula**. **Intercultural awareness is only partly** mentioned, the integration of this topic is meant to happen in social and life science subjects.

Entrepreneurship is integrated in some schools with emphasis on economics. A good example for this is the project training firm described in chapter 8 as good practice. Entrepreneurship as a school subject could not be found in the curricula.

The curriculum for a **teaching degree in VET schools for combined training on the workplace and in school** has the following focus:

- orientation on life sciences (orientation and creation of planning, realisation and reflection of teaching and education)
- technical education (depending on the chosen subject)
- didactics (translation of knowledge into professional work, curricula, learning strategies, lesson plan design, assessment)
- practical studies (learning by reflective doing)
- social and medial competences

Source: http://www.ph-ooe.at/fileadmin/old_fileadmin/fileadmin/user_upload/ausbildungbs/Angebot/01_BP_Vorwort.pdf

The curriculum for **technical-economical pedagogic** leading to be a teacher on a **secondary VET school** focuses next to the scientific background on life long learning, integrative pedagogic, didactic, competences in e-learning, diversity, social competences, integration of persons with handicap, support of gifted students, information- and communication technologies, gender mainstreaming, languages and European/intercultural education. Learning to deal with heterogeneity and diversity is mentioned prominently in the curriculum. Goal is to support the development of a multicultural and pluralistic society.

Source: http://www.ph-ooe.at/fileadmin/old_fileadmin/fileadmin/user_upload/ausbildungbs/Angebot/02_TGP_Vorwort.pdf



Studying **information- and communication pedagogic** for teachers on secondary schools a strong focus is also on learning support and diversity. The curriculum contains also the ability to differ and to deal with heterogeneity and diversity. Teachers are trained to respect and work with the variety of talents and personality aspects of their future pupils.

Source : <http://www.ph-ooe.at/ikp.html>

A **Curriculum for university didactic** has six central modules: university teaching, quality development, management, personal development and e-teaching/learning. The curriculum is based on a constructivist and systemic approach and emphasises human autonomy, self-determination and self-responsibility. Target group for this education are teachers on pedagogical universities and teachers of all school types.

Source: http://www.ph-ooe.at/fileadmin/old_fileadmin/fileadmin/user_upload/ausbildungbs/Lehrgaenge/2013_09_27_Hochschulehrgang_Hochschuldidaktik_Endversion.pdf

8. Good practice examples or projects of 6 & 7.

a) Secondary Business School

The pilot project Secondary Business School is a **school-trial** that provides general and **business-oriented education** in an integrated form, which qualifies for all sectors of the economy and the administration. Education at the Secondary Business School ends with a Final Examination.

Competences

The graduates of a Secondary Business School shall be equipped with the necessary knowledge and skills as well as with the attitudes and values enabling them to accomplish the tasks given.

They shall

- be prepared for their tasks as responsible members of the state and the society, especially for their role as employees, as entrepreneurs and as consumers, in particular they shall know and observe the requirements of professional experience laid down by law, norm or usage,
- be able to operate the devices and other resources used to solve commercial tasks safely,
- be able to obtain all necessary information to solve commercial tasks,



- be familiar with the possibilities of information- and communication technology and to
- be able to use it adequately in different situations,
- be able to distinguish the essential from the unessential and to develop ideas starting from the particular and going on to the whole thing,
- develop key qualifications and be capable of thinking in a logical, creative and integrated way,
- be able to work accurately and patiently, individually and in a team,
- be motivated to act responsibly and to pay attention to economic, ecological and social aspects,
- be able to communicate in the language of instruction and in the foreign language acquired,
- be capable of and prepared to co-operate,
- realise the importance of quality management for performances rendered,
- support the idea of pollution control and consumer protection,
- be interested in pursuing and taking in new information, approaching tasks self-confidently and enjoying their own work and achievements,
- see the necessity for further job-related training and be capable of learning independently and continuously on their own using latest technologies and
- consider religions and philosophy as possibility to broaden and deepen the competences given.

The curriculum also implements a practice firm and offers School-autonomous Seminars. In each subject the students' knowledge in connection with the practice firm, their IT-skills and the interdisciplinary subject matter has to be particularly considered.

Source: https://www.hak.cc/files/syllabus/663_LP_e%20HAS%202003.pdf

b) Key competences in VET-schools

Another school-trial implemented in several VET-schools emphasizes entrepreneurship skills.

Focused content in the curriculum is **social competence** (social responsibility, communication, cooperation, conflict management, leadership, self-responsibility, life skills) and **entrepreneurship** (company accounting, balance sheets, company environment, investment, sale...)

Source: <http://www.bildungsstandards.berufsbildendeschulen.at/de/home.html>



c) Training firm

The training firm is a **model of a real enterprise** that is implemented in economical orientated VET schools (commercial academy, academy for agriculture and forestry, fashion schools, academy for tourism, technical VET-schools, VET schools for combined school-workplace training and universities) since more than 20 years. The training firms do business. They buy and sell products or services and do the necessary official channels online. They act within Austria and also abroad. Approximately **5000 training firms are connected worldwide** and offer the possibility to learn about business cultures and train languages. Training firms connect theoretical and practical learning experiences.

Learning is different in training firms. It happens active and motivated, self-responsible and autonomous. Teachers don't teach in a traditional sense, they look after and coach the students in the process.

The students work 3 – 4 hours a week in the training firm like in a real business.

Everybody has her or his own task: in marketing, human resources, buying or sales department, management and so on. Everybody can apply for the jobs and the work is done in small groups.

In a training firm all “real” business cases are simulated. The connected tasks are to be made respecting trade usage and legal premises. Only goods and services and the necessary money is virtual. This does not make much difference, because in our modern world, most of the business cases are transferred virtually.

Source: <http://www.act.at/page.asp?id=966>

9. Which good practice tools should be included in the tool box?

Provide short descriptions and links

The **tool box** of the **project „tune in – combating drop out“** contains working material and good practice methods for the work with groups of young people. It addresses especially drop outs and situations, when the group is lacking for motivation. It offers games and experiences for communication, team building and also technical skills.

Source: <http://www.tune-in-project.eu>

Leonardo da Vinci – Transfer of Innovation: WP 2 tune in! tool box for combating drop out

Activity 4: development of additional good practice methods

available through bfi Linz

For the project **“Culture Pilots”** a curriculum addressing women with migration background was developed. This curriculum contains also methods for gaining self-confidence, developing self-responsibility, biography work, communication and conflict-management.



Source: www.culturepilots.eu

European Commission - Life Long Learning Program: Culture Pilots curriculum for transfer.
available through bfi Linz

„**Stop drop**“ out is a European project to reduce drop out in school and VET-training. It supports teachers, trainers and counsellors to identify risk factors and develop strategies to avoid drop out. The method-set contains 4 brochures:

- supplement: informs about the background of the project
- risk check: test instrument
- counselling profile: information about theoretical background of the counselling tool
- support network: experiences and good practice for the support of young drop outs

Source: <http://www.stop-dropout.eu/index.php?id=5&L=1>

One of the interview partner states, that it would be very important to give information about the professional working world. The tool box should also contain realistic scenarios about work and possibilities for orientation and further education. The possibility to test competences and abilities is seen crucial to find out the current status of a person. According to this further measures can be planned.

Also the wishes and dreams of the young people should be part of the tool box. The youngsters are probably so frustrated through the drop out, that they stop dreaming and hoping for a better future. This should enhance motivation and personal skills. For practical purposes promoting entrepreneurship, intercultural competences, rules of the professional world and personal development should be part of the tool box.

10. Suggestions for reducing drop out and early school leaving

We asked the interview partners, what could be done to lower the drop out rates. The answers were mostly directed to prevention. This needs work and information directly in the schools in cooperation with the teachers. Next to vocational orientation and counselling vocational know-how should be brought into the schools through role models. Young people often have no idea, how a work place e.g. of a carpenter or mechanic looks like. It would be necessary to give them the opportunity to experience the working life already while attending school. Peer groups, information leaflets, project work etc. are suggested measures to be integrated into the school system.

The known risk factors for drop out (not enough support from family, aggressive or very quiet behaviour, mobbing, social media...) should be used as filter to identify endangered youngsters from an early stage on.



Another suggestion is to establish a VET-training start phase according to the accompanied start phases at universities. In this time the young people could be better prepared to work life and challenges at VET-school. This could also be an additional transition year between school and workplace.

The offers of counselling and support within the company during the VET-training are not demanded enough. There would be more possibility than it is enquired from the companies. This needs more information and marketing for the companies to encourage them to use the possibility.

Of course the support and information for the parents should be emphasized and increased. The information should begin early on, one interview partner suggested already in Kindergarten. The problem is that the parents are often overwhelmed and not able to support their children enough. Often social challenges and learning disabilities go hand in hand.

Sometimes the lack of support from the family has also to do with cultural background and lack of integration in the local society. Additional to this young asylum seekers fall out of a lot offers as they have only very restricted working rights in Austria.

A positive factor is, that the number of young people is getting less with every year (decreasing birth figures), so schools and companies are making more effort to keep them into the system. Especially for disabled or challenged youngsters this can be a big advantage.

11. Important knowledge, skills and competences of trainers and counsellors

In the view of one interview partner the most important ability of a helpful trainer or counsellor is to be an open and likeable person who is good at networking. He or she should be a door opener to important organisations, companies, institutions and be able to filter and connect in the interest of the young person. It should be a person who is absolutely interested in people.

Of course an ideal trainer or counsellor also needs factual knowledge and methodical competences as well. He or she needs communication skills, empathy, assertiveness, he or



she needs to be stable, being able to take critic and reflexive. It has to be a person who “stands with two feet on the ground”, like one interview partner stated.

Psychological and pedagogical knowledge is equally important than field competence. It should be somebody who knows about the situation of VET-trainees and can be empathic with the situation of a young person. The trainer or counsellor needs to be authentic and credible for the target group.

For special groups like youngsters with migration background role models would be important. Also for girls in technical areas and boys in social professions. There should be a possibility to choose the coach – depending on the needs and the background of the person. There has to be a balance between connecting with the young people like a outreach social worker and being a respect person like a superior. The counsellor or trainer has to be a good intermediate between the feelings and challenges of the young person and the needs and rules of the labour market.

The most important role of the trainer or counsellor is to take the young person for serious, so the statement of one interview partner. To give them respect and understanding for their situation. And then to work with the youngster on improving their position without helping them too much. The counsellor or trainer can't fix it for the person, it only can be support.



Country Report Croatia

Initial position

Early school leaving (ESL) is a multi-faceted and complex problem caused by a cumulative process of disengagement. It is a result of personal, social, economic, education or family-related reasons.

Reducing ESL can help towards the integration of young people into the labour market, and contribute to breaking the cycle of deprivation that leads to the social exclusion of too many young people.

A majority of EU Member States have made progress on the Europe 2020 education targets to reduce the rate of early school leaving to below 10% and increase the share of young people with higher education (tertiary or equivalent) qualifications to above 40% by 2020, according to new figures for 2012 released by Eurostat. However, there are still wide disparities between Member States and between males and females. The share of young people leaving school early now stands at 12.8% on average in the EU, down from 13.5% in 2011.

12 Member States (Austria, Czech Republic, Denmark, Finland, Ireland, Lithuania, Luxembourg, the Netherlands, Poland, Slovakia, Slovenia and Sweden) now have early school leaving rates below the 10% Europe 2020 target, with Ireland reaching this level for the first time. Spain (24.9%), Malta (22.6%) and Portugal (20.8%) have the highest rates of early school leaving, but made progress compared to 2011. Germany, Greece, Ireland, Latvia and the UK reduced early school leaving by at least one percentage point, but the rate increased in Bulgaria, Cyprus, the Czech Republic, Hungary, Luxembourg, Poland, Slovakia, Slovenia and Sweden.

In “A strategy for smart, sustainable and inclusive growth Europa 2020 A” targets on educational attainment which tackles the problem of early school leavers by reducing the drop-out rate to 10% from the current 15% in 2020.

Source: European Commission, Reducing early school leaving: Key messages and policy support, Final Report of the Thematic Working Group on Early School Leaving)

The secondary education is becoming a growing demand that society puts in front of a young person. The modern market-oriented society requires flexibility and greater adaptability to the labour market with understanding of new technologies and willingness to participate in lifelong learning. The failure in educational process or exiting the education system without completing secondary education is the weakest possible educational outcome in contemporary society. Under the concept of early school leavers, the European Union considers persons aged 18 to 24 years who have lower secondary education (corresponding to 2nd or 3rd year of secondary school in Croatia) provided that they are no longer in education or training.



Quoted interview partners:

Dunja Marušić Brezetić – director of High school in Zagreb

Nina Šimunović - pedagogue at special need Vocational high school in Zagreb

Nataša Novaković - advisor to the general Director for labour market and human resources development and Coordinator Global Compact Croatia

Mihaela Smadilo - HR Partner at IBM

Ida Martinjak - HR director in PBZ (Commercial Bank Zagreb)

Definitions

Drop-outs are young people who quit their education (school or VET) without reaching the certificate. There is no statistic if they are able to enter the system and start another education or if they stay unemployed.

Early school leavers are young people between the age of 18 and 24 who have no further school degree (just compulsory school) and are not participating in any VET education or other educational systems. This is the group we focus on in this study. Both phenomena are closely related and are often treated equally in studies and projects.

According to the COMMISSION STAFF WORKING DOCUMENT; Assessment of the 2014 national reform programme and convergence programme for CROATIA, one of the most important challenges that need to be addressed to deliver on the Youth Guarantee in Croatia is lack of data and analysis about young people not in employment, education or training and insufficient outreach activities to non-registered young people not in employment, education and higher education.

1. What is the rate of VET students ESL and drop outs of VET in Croatia?

The secondary education in Croatia is still not legally mandatory. That means that young people are not obligated to enrol in secondary schools and can quit their secondary education without direct consequence. However, there are indirect consequences which are visible only later, when the young people who have no expertise join the labour market. People who leave school without completing it and getting their final degree are often exposed to unemployment or temporary employment due to inadequate qualifications and are faced with low income and inability of promotion at work. In addition, the drop-out of young people causes additional costs in the health and social system.

(Source: Bridgeland et al., 2006)

Table 1. Unemployment duration

Age	Unemployment duration									
	0 - 3 months	3 - 6 months	6 - 9 months	9 - 12 months	1 - 2 years	2 - 3 years	3 - 5 years	5 - 8 years	8 years and more	Total
15-19	8251	5756	447	469	2279	320	30	0	0	17552
20-24	20105	4334	1951	1981	6207	3445	2298	375	4	40700

Source: The Croatian Employment Service, On line statistics

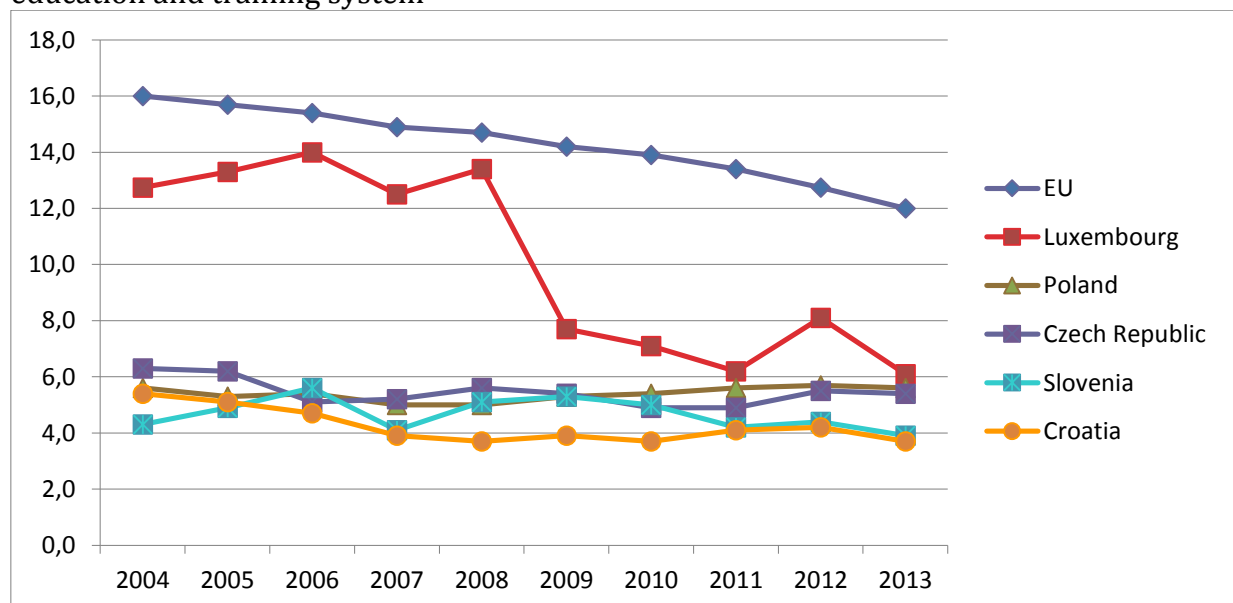
In the EU Strategy Europe 2020, dealing with the problem of early school leaving is strongly linked to effective economic growth - prevention and dealing with the problem directly affects the employability of young people and contributes to breaking the cycle of deprivation, poverty and social exclusion, which young people without formal completion of education are exposed to.

The youth in Croatia is affected with high unemployment (even regardless of educational attainment) and long-term unemployment seriously slows down their socio-economically independence. It has been shown that young people who have not completed high school are mainly employed for a definite time (51.6 %), while only about a third (30.9 %) found permanent employment. The available data show that even 14.4 % of young people work in the informal, "grey" economy.

Source: Brajša - Žganec, Merkaš, 2010.

Eurostat data (2013) for Croatia indicate that 4.5 % of young people between 18 and 24 years are not in the education system or in training or are employed (i.e. NEET population)

Table 2. EU countries with the lowest number of young people who have left the education and training system



Source: Eurostat, 2013



With 4,1% of NEET population in 2011, the indicator may seem too low; however, it is the result of a number of policies that were implemented in the education sector in the last 10 years. In 2011, the number of early drop-outs in Croatia has increased in comparison to 2010, when it stood at 3.7 %, or 2009, when the proportion of young early school leavers was around 3.9 %. In addition, in 2011 there were 32.359 students who have completed four-year secondary school, out of which 29.545 have fulfilled the requirements for admission to institutions of higher education. If we take into account the neutral effects of migration and other demographic effects, so far 91.3 % of students completed secondary education.

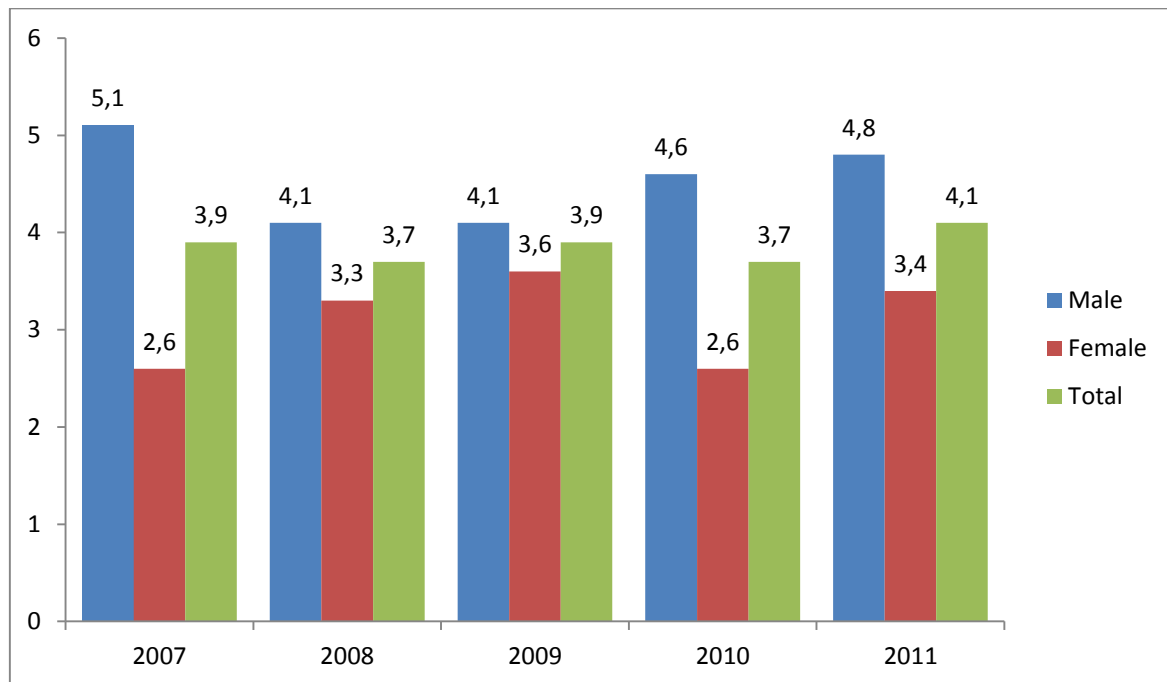
Source: Ministry of Labour and Pension System of the Republic of Croatia, OPERATIONAL PROGRAMME, HUMAN RESOURCES DEVELOPMENT, September 2013.

The Croatian Employment Service annually conducts a survey on career intentions of students. Results of surveys based on representative sample of 17.191 students in the school year 2010/2011 show that the highest number of primary school children showed an interest in the four-year vocational school (27.29 %), high school (22.6 %), three-year vocational school (10.89 %) and art school (1.37 %). There were 37.68 % of undecided students, while 0.17 % did not intend to continue their education.

Source: http://www.hzz.hr/UserDocsImages/Ankete_o_prof.namjerama_ucenika_srednje_skole_u_sk.god.2009-2010_i_2010-2011.pdf

According to the COMMISSION STAFF WORKING DOCUMENT; Assessment of the 2014 national reform programme and convergence programme for Croatia more than 95 % of 20-24 year olds complete a form of upper secondary education, and the majority of vocational education and training students continue onto higher education. However, according to the Agency for Vocational Education and Training and Adult Education, fewer than half of vocational education and training graduates on the labour market end up employed in a job that matches their field of study. More than 70 % of first year students surveyed in 2011 planned to eventually enrol in a graduate course. This level of attainment and ambition masks the fact young people may be lacking skills or motivation to enter the labour market at an earlier stage.

Table 3: Drop-out rates (% of people 18-24 years of age who have not completed high school)



Source: Eurostat 2012

The employment rate of 15-25 age groups was also significantly decreased between 2008 and 2012: from 27.1 % to 16.9 %. But inactivity due to participation in education is a desirable outcome for this age group, so proportion of youth who are not in education, training or employment is much more relevant (NEET status). In Croatia during 2008 and 2009 situation was briefly more favourable than the European average, when about one tenth of youth belonged to NEET group. However, in 2012 one sixth (about 16,7%) of youth was in NEET status, which is significantly above the European average. While survey sources reveal that NEET population is predominantly unemployed (youth employment ratio in 2012 was 14,6%, and 2,1% of youth were inactive NEETs), there is no systematic effort of tracking or outreach toward this group - data gathered by schools and the Ministry of Science, Education and Sport are not systematic and there is no drop-out follow-up done by the schools. Also, these data are difficult to compare with data gathered by Croatian Employment Service (CES) and Central Registry of Affiliates (REGOS) which represents a significant issue and needs to be further developed to timely identify NEET youth.

Source: Youth Guarantee Implementation plan, Ministry of Labour and Pension System, April 2014

All interview partners know that the drop out is a huge problem. High schools do not have as significant percentage of drop outs as opposed to vocational schools where the percentage is much higher. Dropping out the high school (gymnasium) is very rare, mostly 1-2 students per year. Gymnasium students have more frequent breaks during higher education. Vocational schools have the weakest input and a far greater percentage of drop-out. They have more negative selection in enrolment and students lose their right for

education if they fail class twice. Principal does not have the correct information and considers that there are no reliable statistics on the number of young people drop out during their secondary education period.

2. Data on when, how and why ESL and drop-outs occur

There is no regular research organized in Croatia for systematic examination of this specific issue. Couple of ad hoc researches and papers are published from time to time, we will display here results of the most relevant:

- Research 1.

Teo Matković: Parental Education, Income Level and Early School Leaving in Croatia: Trends of the Last Decade; November 2009

The data in this paper are based on Labour Force Survey microdata for the 1999–2008 period. It explores association between parental resources and early school leaving outcomes within the context of ongoing educational expansion in Croatia.

Table 3. ESL frequency depending on various factors

		% pattern	% pattern 1999.-2000.	% pattern 2007.-2008.	% ESL
Highest educational attainment of parents in the household	Uncompleted primary school	2,8	4,7	1,2	29,6
	Primary school	13,4	15,7	9,8	12,4
	Industrial or vocational secondary school	27,0	22,1	30,1	3,0
	Four-years technical secondary school	30,8	29,8	33,1	1,8
	High school	3,9	4,3	3,2	1,8
	Professional study, college	9,7	9,8	9,9	0,9
	University study and upper	12,6	13,5	12,6	0,8
Family type	Family with two parents	73,8	72,0	74,8	3,7
	Family with only one parent	8,5	10,1	7,5	6,5
	Multigeneration family	17,3	17,0	17,4	6,6
No. of siblings in household	None	19,8	21,8	16,1	6,4
	One	51,2	52,1	49,5	2,9
	Two	20,4	18,8	23,8	4,7
	Three and more	8,7	7,4	10,7	9,6
Urbanization	Urban and suburban environments	58,7	63,2	53,5	3,1
	Rural environments	41,3	36,8	46,6	6,5
Gender	Male	50,9	51,3	50,5	5,2
	Female	49,1	48,7	49,5	3,8

Source: Teo Matković: "Parent education, economic status and early school leaving in Croatia: trends over the past decade"

It is shown that the final decision on the abandonment of education is not based on some isolated event, but rather is the result of a long process of mutual interweaving of a number of factors.



The first group of risk factors for early school leaving could be connected with education itself (schooling) and the educational process. Within this group of risk factors often stand out:

- poor school performance
- low educational aspirations
- grade repetition
- poor involvement in school activities and
- lack of interest in learning.

According to the data, more likely to leave school are students from families of lower socioeconomic status and families of single and less educated parents. Students who have poor parental support for learning and those who, before graduation, entered the marriage, parenthood or employment and thus taking responsibilities appropriate to adults, show greater likelihood of early school leaving.

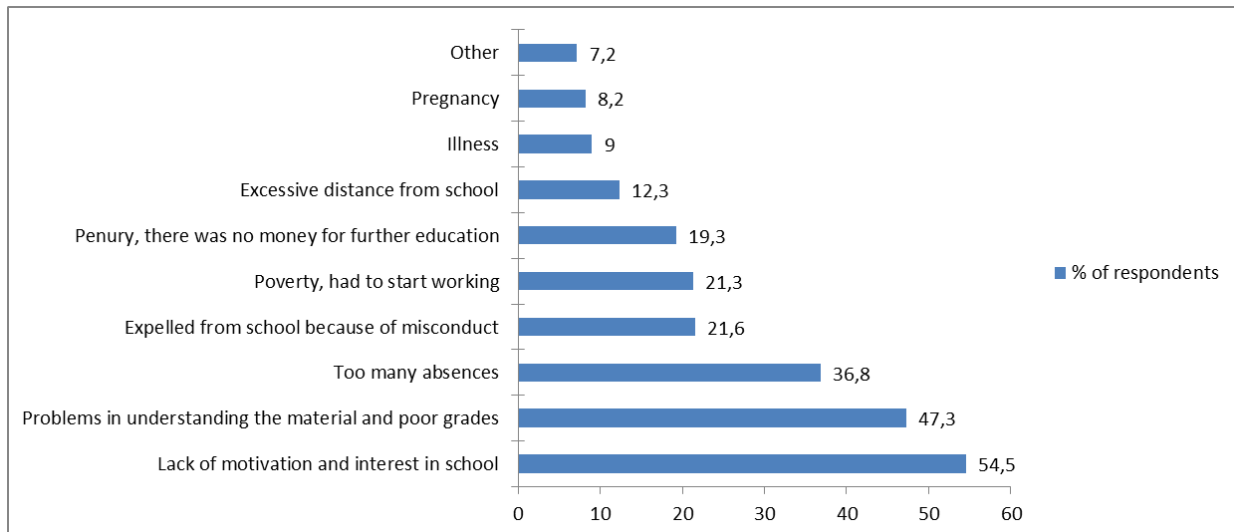
- Research 2.

Ivana Ferić, Goran Milas, Stanko Rihtar: Reasons and Determinants of Early School Dropout; April 2010

Faced with problems of poor educational structure and frequent early school leaving, the Croatian government announced the introduction of compulsory secondary education in 2007, as well as possible measures to improve human capital, increasing economic competitiveness and reducing social exclusion of a large proportion of the population by early school leaving. The announced measure was preceded by, among other things, a comprehensive qualitative and quantitative research (Milas and associates, November 2006-January 2007) conducted by means of focus groups and surveys, on representative samples of high school students, their teachers and parents, and young people who dropped out of school. Part of such collected data was further analysed and presented in the research "Reasons and Determinants of Early School Dropout" from April 2010. In accordance with the findings of previous research, authors assume that this is a complex problem whose determinants are numerous and diverse, with the largest impact on the decision on the early drop-outs being attributed to the academic failure and low professional aspirations and adverse economic and social conditions.

The data revealed that most frequent reasons of school dropout include low academic achievement, lack of motivation, discipline issues, and financial problems. Other reasons, like early employment and inability to balance school and work, or specific ones like illness, pregnancy or marriage were cited less frequently. Regression analysis additionally confirmed such results, indicating low school grades, grade retention, low socioeconomic status and low level of mother's education to be the strongest predictors of early school dropout.

Table 4. The reasons for early school leaving according to drop-out students themselves (multiple answers)



Source: Ivana Ferić, Goran Milas, Stanko Rihtar: *Reasons and Determinants of Early School Dropout*; April 2010

The Interview Partners mentioned that the main problems or reasons for drop out are:

- *Lack of motivation to continue their education*
- *Loss of right for education*
- *Students do not see the purpose/goal for finishing secondary education because there is a serious unemployment problem in the country and it is hard to find a job after graduation*
- *Qualifications do not provide a greater opportunity to find a job in the labour market*
- *Risky and unhealthy family situation, more and more families are on the verge of existence, they have no ability to finance education of their children*
- *Working on the "black market" enables the job regardless of qualifications and education*
- *Crime milieu which strengthens in the country encourages young people to pursue the path of crime*
- *Change of career direction*
- *Poor quality of practice and/ or educational system provided what leads to a low professional competencies adopted at the end of the education*



- *Teenage pregnancy and*
- *Not enough information about future job (not clear perspective about main goal of education for the specific qualification).*

3. What coaching and counselling services for young people are there in your country? How do they access people? Evaluation results?

YOUTH GUARANTEE

Youth Guarantee is a new and innovative approach of the European Union in solving the problem of youth unemployment. The objective guarantees that all persons under the age of 25 years within four months of completing their education or loss of previous employment, receive quality and concrete offer, regardless of whether they are registered at the Employment Office or not. Quality offer implies a job offer, practice, internship or education continuing and must be tailored to individual needs and situation.

It should be emphasized that the mere Guarantee does not guarantee a job, but a structural reform which should primarily enable rapid activation of young people as soon as possible, in order to continue their education or others associated with the labour market. The quality of the activities offered and the efficiency of the entire Guarantee will be strictly monitored and its performance will be evaluated already in 2015.

Source: <http://www.mrms.hr/pitanje/sto-se-zapravo-mladima-garantira-putem-garancije-za-mlade-youth-guarantee/>

Although the EU Council recommendation of establishing a scheme for “Guarantees for young” anticipates warranty should include people from 15 up to 25 years of age, on the initiative of the Croatian and several other Member States, the age for inclusion in the measures is extended from 25 to up to 30 years.

In Croatia, the priorities have low-skilled young people and highly educated young people without work experience because analysis shows that they have most difficulties to get a job. Also, the priorities are inactive young people who are not employed and not in education or training (so-called NEET group).

Source: <http://www.mrms.hr/pitanje/koja-je-dobna-granica-za-ukljucivanje-u-mjere-garancije-za-mlade/>

The implementation plan is divided into two main parts :

The first units are reforms and measures necessary to prevent early dropping out and activation of inactive youth (persons who are not registered as unemployed and not in education or training) ;

The second unit are reforms and measures aimed at activating youth in the labour market by strengthening job creation for young people through subsidies, empowering employers to offer quality scheme workplace learning (internships, professional



training), to encourage the youth entrepreneurship, etc.

Source: <http://www.mrms.hr/pitanje/sto-ce-sadrzavati-plan-implementacije-garancije-za-mlade/>

Important challenges that need to be addressed to deliver on the Youth Guarantee in Croatia:

- Lack of data and analysis about young people not in employment, education or training, which calls for measures to identify the most vulnerable groups and their particular needs;
- Insufficient outreach activities to non-registered young people not in employment, education or training and increased pressure on the capacities of the Public Employment Service;
- Insufficient labour-market relevance and quality of vocational education and training and higher education;
- Lack of effective systems for labour market monitoring and evaluation and skills forecasting;
- Heavy reliance on subsidized offers instead of a better mobilization of the private sector.

Source: COMMISSION STAFF WORKING DOCUMENT, Assessment of the 2014 national reform programme and convergence programme for CROATIA, Accompanying the document Recommendation for a COUNCIL RECOMMENDATION on Croatia's 2014 national reform programme and delivering a Council opinion on Croatia's 2014 convergence programme

CROATIAN EMPLOYMENT SERVICE (CES)

CES is providing support in the active job search which includes participation of unemployed person with:

- individual counselling
- individual consultations
- determining of activities in order to prepare for employment
- determining the activities and goals of professional plan and execution deadlines
- implementation of activities defined by professional plan
- open vacancies search on the website of the Institute
- self-initiated appearance on vacancies
- the process of professional selection

Source: <http://www.hzz.hr/default.aspx?id=11915>

On the basis of a tri-annual National Employment Action Plan issued by the Croatian Government, an annual Employment Incentive plan is prepared which guides the activities of the Croatian Employment Service (CES).

Vocational guidance is a transversal and comprehensive activity which concerns pupils and students as well as unemployed and employed people. A clear mandate is given to



CES to provide support to the educational system through professional information, professional counselling and assistance to educationalists in schools.

Lifelong vocational guidance project, among other activities of the CES, is considered as a key stone of the architecture of the CES set of services. "Prevent social exclusion and identifying risk population at the early stage" is the motto of staff met.

With an announced 3.9% rate of early school leavers this places Croatia as a champion vis a vis European countries where the average is closed to 15% with the lowest (and best) rank of 4.3 % being with the closest European neighbour of Croatia, Slovenia (note: Eurostat considers that data for Croatia and Slovenia should be considered as extremely unreliable).

Monitoring and evaluation of vocational guidance and counselling system is performed thanks to the existence of a set of Quality standards developed together with EU support.

- **PACKAGE OF MEASURES FOR YOUNG PEOPLE "Young and Creative"**

Croatian Employment Service started with the implementation of Guarantees for young on July 1st 2013 and a package of measures for young people "Young and creative" was supplemented with an additional 11 measures primarily aimed at young people up to 29 years. Measures aimed at improving the competence and preparation of young people for employment and in particular the strengthening and involvement of youth in entrepreneurship and the development of civil society organizations as well as all significant stakeholders in the labour market.

Some of the measures in the package include:

- "Your initiative - your position " - support for self-employment
- "Together we are stronger" - aid for employment manager cooperatives
- "The work after the summer" - aid for employment in tourism
- "The work after vocational training " - aid for employment
- "I'm learning for the job" - support for training of newly employed persons
- "Knowledge is worth " - education of the unemployed
- "The EU and occupations of the future" - training programs and education for young people
- "Young people learn to work " - programs of education and training of unemployed young people with and for the known employer
- "Learning to entrepreneurs"
- "Literacy of young people" - the education of unemployed



- **CISOK - Centre for information and career counselling**

CISOK services are available to everyone interested in improving skills for career development and increasing employment opportunities, especially for students in elementary and secondary schools who are just starting the process of career management.

The main objective of CISOK is to improve personal potential of users for lifelong career development. CISOK provides tips on how to find and create professional opportunities and improve techniques of job search.

The mission of CISOK is to enable the wider community to succeed in choosing appropriate education and employment by vocational guidance services and to contribute to the development of the community and the economy at the local and national level. By providing free services to end users and in cooperation with all relevant institutions, CISOK will enable the development of interest to design and implement lifelong career plan. The purpose is to provide access to professional information on lifelong guidance and career development, which are in line with modern scientific ideas and recommendations.

Each CISOK is open to all citizens - pupils, students, parents, unemployed or employed persons, employers, teachers or anyone else - CISOK 's counsellors and infrastructure are at their service for any questions or concerns they may have regarding the development of one's career. All CISOK 's services are free of charge.

CISOK professional team is comprised of consultants whose role is to be a support to individuals in getting desired information and making professional decisions. They are additionally trained in the field of lifelong professional guidance and career development.

CISOK centres openings take place within the IPA project of the European Union, "Human Resources Development". The overall project in Croatia is € 3.7 million worth and fully financed from pre-accession funds. The centres will also work on the harmonization and linking vocational guidance system with the same such systems in the European Union.

CISOK services:

- information about the labour market and education - leaflets, brochures, information materials, Portal for career development, Picture of the labour market, Statistics online, data from the Annual CES Yearbook...
- self-assessment with the assistance of counselling expert - Self-assessment of personality traits questionnaire, a computer program for career guidance, individual information...
- individual counselling
- workshops, presentations and lectures (schedule available each month on www.cisok.hr):



- ✓ My choices/favourites
- ✓ My professional interests
- ✓ Eighth graders in CISOK
- ✓ Explore your hidden potentials
- ✓ I want to know how to choose
- ✓ Know thyself and select career
- ✓ Where after high school
- ✓ Study abroad - guide
- ✓ CISOK - first aid in job search
- ✓ Preparation for the labour market
- ✓ Modern Job Application
- ✓ Job Interview
- ✓ How to communicate
- ✓ Volunteering to work
- ✓ EU opportunities
- ✓ Self-confidence increase for business success

Source: <http://www.cisok.hr/o-nama>

The interview partners all know about the counselling offers.

In all schools there are professional teams. According to the standard, professional teams should have a social pedagogue, school pedagogue and psychologists. In most high schools / VET schools these teams are not complete due to a lack of funding and usually there is only school pedagogue or eventually social worker present.

Most of the interview partners are of the opinion that there is a real need to create prevention programs that would include greater number of professional teams to work in the field of professional orientation, problem solving in the process of development and behaviour of young people. Occasionally there are organized workshops for civic health education which is not enough. It is necessary to have an extended professional treatment, enhanced monitoring of troubled students through collaboration with the Social Work centre



and other experts who would help solving behavioural problems. Extremely important is the cooperation with the parents and their education.

Interview partners representing companies stated that their employees go through trainings by internal coaches and professional/leadership development professionals and practices.

One of the interview partners stated that have their own HR services and their own trained HR specialists who are dealing with diversity and inclusion matters within the company.

4. Stakeholders responsible for setting up and financing coaching and counselling services of young people?

It is estimated that the establishment of Guarantees for young people for the whole euro area costs about EUR 21 billion per year, or 0.22 % of EU GDP.

Source: http://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/documents/publication/wcms_184965.pdf

However, the inactivity of young people would be even more expensive - it is estimated that only young people who are not employed, in education or training (NEET group) cost around 153 billion euros per year, or about 21.1 % of GDP - through contributions, lost earnings and taxes.

Source: http://eurofound.europa.eu/sites/default/files/ef_files/pubdocs/2012/54/en/1/EF1254EN.pdf

In order to establish a “Guarantees for young”, Member States had to provide their own funds for youth, and the EU has secured additional funding from the European Social Fund (European Social Fund - ESF) and the so-called Initiatives for Youth Employment (Youth Employment Initiative - YEI).

More than 132.54 million EUR funding from EU structural funds will be available to Croatia for the period 2014-2020:

- 66.36 million from the ESF for the establishment of structural reforms and support systems and



- 66.18 million from YEI for the period from 2014th to 2015th aimed at very young person (for education, unemployment contributions, fees during the education or training, travel expenses etc.).

Thus, with co-financing from the state budget and existing projects, Croatia has at its disposal almost EUR 150 million to establish “Guarantees for young”.

Source: <http://www.gzm.hr/sto-je-garancija-za-mlade/kako-ce-se-financirati/>

AGENCY FOR VOCATIONAL AND ADULT EDUCATION

Agency for Vocational and Adult Education was established by the Law on Agency for Vocational Education and Training. Its founder is the Republic of Croatia and the rights and duties of the establisher fall under the jurisdiction of ministry responsible for education.

The Agency's activities are planning, developing, organizing, implementing, monitoring and improving the system of vocational education and adult education. Its vision is to be available, flexible and accessible system of vocational education and adult education, competence-based, in function of the needs of each individual and society. Strategic goals of the Agency include:

- development of qualifications based on competencies and learning outcomes
- permanently harmonizing education with labour market needs
- building a system of vocational education and training which provides lifelong learning and mobility
- defining the role of teachers in the system oriented on learning outcomes
- establishing a quality assurance system

Source: <http://www.asoo.hr/default.aspx?id=656>

MINISTRY OF LABOUR AND PENSION SYSTEM (MRMS)

Performs administrative and other tasks related to:

- employment policy
- regulation of labour relations



- the labour market and active employment policy
- programs for work retraining and increasing employability
- system and policy of pension insurance
- records of unemployment and employment assistance
- Social Partnership and relations with trade unions and employers' associations in the area of employment relations, labour market and employment
- employment status of Croatian citizens working abroad and tasks related to their return and employment in the country
- employment status of foreign nationals working in the Republic of Croatia
- improving the system of occupational safety
- international cooperation in the field of labour and employment

Source: <http://www.mrms.hr/ministarstvo-rada-i-mirovinskoga-sustava/>

In August 2013 the Ministry of Labour and Pension System (as a coordinating body) established the Council of Minister of Labour and Pension System for the development of an implementation plan for “Guarantees for young people” as instructed by the European Commission and adopted Recommendation. The Council is a working body which gathered 17 different stakeholders, including representatives of the Croatian Youth Network. From September through December 2013, the Council worked intensively on the analysis of youth support and identifying and developing the measures that need to be established to implement the scheme of “Guarantees for young people”.

The implementation plan includes reforms and measures coming from: Ministry of Labour and Pension System, Ministry of Science, Education and Sports, Ministry of Social Policy and Youth and the Ministry of Business and Trade. The measures will be implemented in close partnership of all mentioned Ministries.

Source: <http://www.gzm.hr/sto-je-garancija-za-mlade/sto-radi-hrvatska/>

CROATIAN EMPLOYMENT SERVICE (CES)

Croatian Employment Service is a public institution owned by the Republic of Croatia, established by the Law on Employment Mediation and Unemployment Rights with the task of resolving issues related to employment and unemployment in the broadest sense of the words.

Source: <http://www.hzz.hr/default.aspx?id=11915>

CES started with the implementation of Guarantees for young on July 1st 2013 and a package of measures for young people "Young and creative" was supplemented with an additional 11 measures primarily aimed at young people up to 29 years. Measures



aimed at improving the competence and preparation of young people for employment and in particular the strengthening and involvement of youth in entrepreneurship and the development of civil society organizations as well as all significant stakeholders in the labour market.

Source: <http://www.hzz.hr/default.aspx?id=11698>

CISOK

CISOK is a central place within the Croatian Employment Service for providing new services for vocational guidance and career development.

CISOK centres represent a new form of providing career guidance services, tailored to the needs of individuals. In this way, with the help of EU funds, they contribute to balancing the labour market and to liaise with such systems in other EU member states. CISOK is intended to take an important role in “Guarantees for young” with helping young people in mastering the skills needed for career management and to prepare them for the labour market.

Source: <http://www.mrms.hr/pocelo-otvaranje-centara-za-informiranje-i-savjetovanje-o-karijeri-cisok/>

Interview partners stated that there are many projects (youthcoach and vocational training assistance) that support young people but still insufficient, and existing are not used enough.

Our Interview partners are in opinion that additional trainings and educations are extremely important and necessary because there are not enough of them. It is particularly important to develop entrepreneurial competencies that can be very useful for students which are dropping out of further education or higher education.

Students do not get sufficient competencies for the future job and therefore they are not representative at the job market. More professional developing skill programs are needed and less theory in education.

The areas / topics that would be extremely useful for students are:

- How to deal with stress, relaxation techniques - many young people are taking antidepressants, there are many cases of anorexia, hyperventilation and stomach problems*
- Time management - due to an overloaded school program and the pressure to get higher grades, young people often get lost and do not know how to set priorities and organize their own school and extracurricular activities*
- Work on personal development and change of expectations (personal coaching) - young people are under a lot of social and parental pressure to have excellent grades which is*



very demanding and unrealistic; it is necessary to break the "myth" that all students need to be excellent and that the only way they can do well in life and continue desired education is if they are excellent students

- Oratory and entrepreneurship skills; project management - to introduce elective course "Entrepreneurship" in curricula*
- Intensive development of ICT skills that are not sufficiently covered by the standard school curricula*
- Develop self-confidence in young people through coaching processes; educate teaching staff to have a positive impact on the positive development of the student personality*
- How to find a job, How to behave on work and How to maintain a job.*

Our interview partners stated that important stakeholders regarding this question would be The Ministry of Education, Agency for certification and verification of education and Agency of vocational education and education of adults.

Possible financiers would be EU funds, Croatian Chamber of Economy, Ministry of education, Ministry of entrepreneurship and labour, local government and Agencies for education.

Interview partners are of opinion that the financiers need to be address first.

5. Implementation of counselling competences in VET teacher and trainer training? Frameworks?

Education and Teacher Training Agency (ETTA) is a public institution responsible for the provision of professional and advisory support in the area of general education in Croatia. There has been an institute for teacher support since 1874, and its role has changed through time. Its legal successor, the Institute of Education of the Republic of Croatia was founded in and was re-named and restructured as Education and Teacher Training Agency by the Act on Education and Teacher Training Agency, enacted by the Croatian Parliament in 2006.

Scope of Work

- providing professional and advisory assistance in education



- monitoring, improvement and development of education, from pre-school to high-school level, adult education, the education of Croatian citizens abroad and the education of foreign nationals in Croatia.
- participation in the preparation, development and implementation of the national curriculum
- providing assistance and guidelines to educational institutions, their principals, pre-school, primary and secondary-school teachers, and school-counsellors in relation to education
- organising and implementing in-service training of pre-school, primary and secondary-school teachers, school-counsellors and school principals
- license examinations for pre-school, primary and secondary-school teachers, and school-counsellors, in accordance with special regulations
- reviewing and giving opinion on programmes in pre-school education, primary and general secondary education, general education programmes in vocational schools and adult education, unless regulated differently by special regulations
- reviewing and giving opinion on general education programmes in the procedure of the certification of educational institutions
- monitoring the development and implementation of Croatian National Educational Standard as a part of the national curriculum
- lesson observation and teacher evaluation
- participating in the organisation and implementation of student competitions and annual reviews
- participating in the development and professional support to the implementation of national programmes
- information and documentation service and publishing
- participating in the systems of compulsory reporting on the implementation of ratified international conventions and recommendations related to education
- other activities in education, in accordance with the law and regulations adopted by the minister responsible for education.

Source: http://www.azoo.hr/index.php?option=com_content&view=article&id=1999&Itemid=343



The Education and Teacher Training Agency (ETTA) is responsible for the in-service training of teaching and non-teaching staff (INSETT) at all levels of general education. The long-term development of this ET TA activity is defined by the Strategy that identifies the directions of development and sets a framework for activities towards improving the quality of in-service training aiming at the development of competences of teaching and non-teaching staff and improving learning outcomes.

ETTA INSETT programmes are based on the needs of teaching and non-teaching staff which stem from a variety of requirements they face, changes they experience in their environment, the needs of the current educational policy and the responsible Ministry and the call for modernization of education, based on developments in the educational sciences. Topics either pertain to subject specific sciences and development of strategies and skills or are of national importance. Lecturers are distinguished experts from parent higher education institutions and institutions dedicated primarily to education, school headmasters and school counsellors from pre-schools, primary and secondary schools as well as experienced pedagogues, teachers and practitioners. The Agency also cooperates with other institutions involved in creating and implementing educational policy in the Republic of Croatia, such as higher education institutions, ministries, centres, agencies and other stakeholders in the educational system. County coordinators of teacher training hire experts or successful practitioners as lecturers and workshop trainers.

Training is carried out in a variety of forms depending on the topic, level of the training event, target group and number of participants. Training events with a large number of participants are usually a combination of plenary lessons and small-group workshop-style activities. In smaller groups, the training can be interdisciplinary, modular, project-based, a learning community, videoconference, experiential learning and independent work in line with new technologies. One of the objectives of the ET TA is to ensure the long-term availability of INSETT regardless of the material, spatial and time constraints. An important step in the development of ICT for INSETT purposes was the creation of interdisciplinary e-learning programmes, designed within the framework of the project "Improving the Quality of In-service Teacher Training System (2012-2014)".

Source: Education and Teacher Training Agency: The INSETT strategy for professional development of teaching and non-teaching staff 2014-2020 available at http://www.azoo.hr/index.php?option=com_content&view=article&id=5273:pkssuor-2014&catid=446:novosti&Itemid=391

In response to the needs of young unemployed people, Croatian Employment Service set up the Youth Centres.

The first Youth Centre was opened in Zagreb in July 2013. 16 employment counsellors specially trained for effective communication with young people, group work and workshops with young people work there. In this way, space (physically separated premises), experts and information tailored to the needs of young people in strengthening their competitiveness in the labour market is ensured together with already existing "youth-friendly" services that CES offers.

Counsellors who work in the Youth Centre are trained through:

- "Youth in the labour market" project



- internal trainings
- additional trainings in the framework of various projects
- continuous training conducted by the Department for development and education of employees of the CES

Standard trainings conducted by the Department for the development and education of workers at the national level include three five-day modules:

1. Training for the development of counselling skills
2. Training for the development of marketing skills
3. Training for development of the skills required to work in difficult situations

In addition to the above mentioned training and in the framework of the "Centre of the labour market" project, qualified trainers develop various programs and conduct workshops, seminars and presentations at the local level with the help of full-time employees coaches - regional coordinators. Thus, all employees of CES who work in direct contact with customers of departmental services are acquiring the necessary knowledge and skills.

Employment counsellors are distributed by person/customer's occupation and are closely familiar with their expectations and needs.

CISOK professional team is comprised of consultants with formal education in psychological and pedagogical background. Their role is to support users in finding the desired information and making professional decisions. Counsellors are additionally trained in the area of lifelong guidance and career development.

Source: e-mail answer from CES (HZZ.Zagreb@hzz.hr)

6. Implementation of key competences entrepreneurship, intercultural awareness and personal skill in VET in VET curricula in your country

During the last period, Croatia has set ambitious reform goals based on the Education Sector Development Plan for 2005 - 2010 (2005), the Strategy for Vocational Education Development 2008 - 2013 (2008), the Strategy for design and development of the national curriculum for preschool education, compulsory and secondary education (2007) and the Strategy for adult education (2004).

In 2008, the Strategy of development of vocational education in the Republic of Croatia 2008 - 2013 was formed. It determines the medium and long term development of specific aspects of the VET system. In 2009, the Vocational Education Act was passed. The Act on State Aid for Education and Training (Official Gazette 109/07) provides the means by which employers can reduce the cost of education and training of its employees.



In July 2010, Ministry of Science, Education and Sports adopted the National Curriculum Framework (NQF) for pre-school education and general compulsory and secondary education. NQF stipulates (in terms of knowledge, skills and competencies) expected student's achievement, educational areas and student assessment. In order to improve the quality of education, NOK defines extensive educational areas linked by the results of learning and cross-curricular themes. These areas and topics include: language and communication; mathematics and natural sciences, technology and informatics, social sciences and humanities and the arts, health, safety and environment, learning to learn, entrepreneurship and civic education.

Source: Ministry of Labour and Pension System of the Republic of Croatia, OPERATIONAL PROGRAMME, HUMAN RESOURCES DEVELOPMENT, September 2013.

Planning and realization of cross-curricular or interdisciplinary topics contributes to reciprocal linking of educational areas and subjects in a harmonious ensemble. Those topics are developing different core competencies in students. Cross-curricular themes are compulsory in all subjects and all holders of educational activities in schools are required to achieve them. Schools have the opportunity to elaborate the proposed curricular topics and suggest ways to achieve them. Then development effectiveness of the curricular competences is higher when, in addition to installation in certain subjects, the realization of joint projects or modules is achieved.

The National Curriculum Framework anticipates following curricular topics or interdisciplinary activities and/or modules in primary and secondary schools:

- Personal and Social Development
- Health, Safety and Environment
- Learning to learn
- Enterprise/Entrepreneurship
- Use of information and communication technology
- Civic Education

Source: Ministry of Science, Education and Sports, The National Curriculum Framework for pre-school education and general compulsory and secondary education, 2011.



7. Implementation of key competences entrepreneurship, intercultural awareness and personal skills in VET trainer training in your country?

Teaching methods have not been sufficiently modernized to meet the challenges of the changing society. Education prior to the employment of teachers of vocational education and training is limited, and the school teaching in vocational education and training is mostly theoretical, due to poor connections with businesses and employers.

Teachers need support in the development of key competences that young people need for lifelong learning (during their initial education and training), and among the more important forms of support quality learning materials, which is essential for supporting the pedagogical approaches that focus on the development of key competencies.

Despite numerous efforts, compliance between education system and labour market needs remains insufficient, which also is reflected in the high level of unemployment of people with different levels of education.

Therefore, a continuous effort to increase the quality of vocational skills is needed, which is also one of the key areas in combat with youth unemployment. Smart strategies are necessary to recruit, retain and develop high-quality teachers, improving initial teacher education and professional development throughout the career. Teachers need to develop a strong commitment to continuous professional training, since approach to teaching and learning reforms are needed at all levels, especially in all vocational training programs.

Source: Ministry of Labour and Pension System of the Republic of Croatia, OPERATIONAL PROGRAMME, HUMAN RESOURCES DEVELOPMENT, September 2013.

8. Good practice examples or projects of 6 & 7

VETIS/SUVT

The Agency for Vocational and Adult Education has developed an information system of vocational education - VETIS.

VETIS compiles and enables processing of all relevant data on schools, students, employees, school equipment, school buildings and facilities, gym, student homes, student registrations for competitions, teacher registrations for professional gatherings, etc. necessary for analysis, planning, monitoring and management of the vocational education.

Modules of VETIS are:

- Support in regional and state competitions in all disciplines



- Professional development of teachers
- Support in the development and maintenance of educational standards
- Application and enrolment
- Professional exams and promotion of teachers
- Central Office of Training Firms – SUVT

Source: <http://www.asoo.hr/default.aspx?id=14>

Within the VETIS, the Agency for Vocational and Adult Education established the Central Office of Training Firms (SUVT – Središnji ured vježbeničkih tvrtki) for popularization and affirmation of entrepreneurial competencies and entrepreneurial activities for all students of vocational schools in the Republic of Croatia. In addition, with the establishment of SUVT, the Agency supports the development of general and vocational competencies of our students. It is also a support for building a knowledge society, in which students, teachers and schools have to have a special place and special meaning. While “working” in the training firms in their schools, the students realize how the economic system of our country operates and what the role of certain institutions and companies within it is. This specially refers to the role of the Commercial Court, the Department of Statistics, Tax Administration, Banks, Institute for Pension and Health Insurance Institute.

All these services are provided by SUVT, which is the most vivid possible form to simulate reality - with existing regulations and documentation.

SUVT, with its services and by creating a register of training firms in the Republic of Croatia, provides and coordinates their activities at home and abroad. This office also analyses the management of training firms, with the publication of their results, and informs of the legislation relevant to the operations of business entities in the Republic of Croatia.

The Agency has, as part of an information system for vocational education VETIS, produced an information module SUVT to support the work of all students of each vocational school. It gives a possibility to online, in one place, from your office, your cabinet, your classroom or your home, do everything concerning: the registration of the company, its applications and applications of employees for pension and health insurance, check payment system and overall business of your company. SUVT is also a system for e-learning.

The main task of SUVT is to support contemporary, practical classes of economic subjects by applying teaching methods of the Training firm.

The vision of SUVT is:

- The concept of Training firms implemented in all vocational schools in the Republic of Croatia
- The Training firm is, as a modern method of work, the origin of the acquisition of education and skills to encourage entrepreneurial spirit in students; as a teaching



method it is used for network gaining of general and vocational knowledge that students need to have; a driving force in economic schools that will encourage changes in curricula in line with the changes in the real world

- SUVT supports business behaviour that combines the principles of ethical and economic behaviour and agreeing personal with the general social interests.

Source: <http://www.asoo.hr/suv/default.aspx?id=36>

School of entrepreneurial competitiveness in the labour market for high school students

It is a project designed and implemented by I. gymnasium, Zagreb (in partnership with II. School of Economics and in cooperation with the Agency for Education and representatives of the labour market), with a goal of improving Croatian educational everyday life and supporting the development of the Croatian Qualifications Framework. There is not a single school subject in the current offer of compulsory and optional subjects in secondary general education that encourages the development of basic entrepreneurial competence in pupils.

Therefore, during the period of 12 months, the selected target group of 28 students will undergo intensive training through which they will adopt a number of new knowledge and skills related to entrepreneurship, but will also get the opportunity to experience an entrepreneurship through a one-week practice in one of the large Croatian companies. Project team focuses its attention on the development of a bilingual curriculum, textbooks, manuals for teachers and collection of works for the new school subject "Entrepreneurship", which is intended to offer elective courses in secondary general education. The project will pay significant attention to the training of teachers who would teach a new school subject in the future. Connecting the system of secondary general education with the labour market is also in focus of the project.

Source: <http://www.minpo.hr/default.aspx?id=488>

Project „Second chance for dropouts“

The project "Second chance for dropouts" is carried out by Open University Samobor with the support of Croatian Employment Service (CES) - Regional Office Zagreb, and with the financial support of the European Union (in total worth of 105,382.78 Eur). It is intended for persons under 24 years who are registered at the CES, living in Zagreb and Zagreb County and have completed **high school**. The project provides free education for 15 young people, which will gain a new profession through the program - Organizer of media events. During the project, they will be enabled to create new media events and promote their work through a new association which will be established. This association will, in the future,



provide a chance of self-employment to members of the association. The project includes 228 hours of curriculum during 10.

Source: <http://www.zagrebacka-zupanija.hr/vijesti?year=2011&id=1523>

Project „Improving the quality of professional development of educational workers“

In the past two years, from May 2012 to April this year, counsellors from Agency for Education, led by the project team of the consortium a headed by the company SPAN Consultants have been investigating, analysing and working on improving the system of professional training of educational workers. At the final conference held on 17 April 2014 the project and the results of the two-year work was presented - New Strategy of professional training for the professional development of educational workers and five E-learning programmes for professional development.

Within the project the most extensive research on the system of professional training in Croatia so far, which included about 10.300 respondents, was done. The research has shown that the initial teacher education is not enough for the challenges that await them in their future work. Respondents believe that human potential is the greatest strength of the existing system, but that the resources needed for its implementation is its main disadvantage.

The first step in implementing the new strategy has five new professional development programs that are available on the Internet to all educational workers. It is an interdisciplinary program of e-learning related to the topics of evaluation, mentoring, individualization of the work, learning and teaching strategies and professional development. Educational workers who participated in the pilot implementation of e-learning programs have expressed satisfaction with this kind of professional development, because they believe they are more accessible and more meaningful.

Source:

http://www.azoo.hr/index.php?option=com_content&view=article&id=5273:pkssuor2014&catid=446:novosti&Itemid=391

Promoting Entrepreneurial Skills in Vocational Schools: Preparation for the Labour Market

Because of its heritage and current economic situation, Croatia gives very little attention and space to individuals with entrepreneurial spirit. Even less attention is given to the development of the entrepreneurial spirit within the formal education system, although children at a young age should systematically receive the basis for development of their entrepreneurial abilities within their upbringing and education.

It is especially important to prepare the youth who are attending vocational schools for entrepreneurial activity, once they enter the labour market. Analyses show that majority of entrepreneurs have vocational education. They haven't received appropriate training



for entrepreneurship during their formal education. Therefore, in their entrepreneurial activity, they are not prepared for market competition conditions, market analysis, role of marketing and brand development. Because of that, they are in a weaker competitive position from the very start. The aim of the Project is to develop the capacity for introduction of entrepreneurial curriculum in vocational schools. New capacities will enable teachers to teach entrepreneurship in a way that builds and strengthens students' entrepreneurial abilities. Besides that, students will be given specific instruments that will help them in their endeavours: they will be acquainted with the business of a small enterprise, its environment and the mechanisms for development of an entrepreneurial venture, from the idea to the market.

During the project period, selected teachers will go through several phases of training. They are:

1. Adopting entrepreneurial worldview, skills and knowledge
2. Developing participative pedagogical skills, aim of which is to strengthen and develop students' creativity and abilities
3. Independent development of entrepreneurial curriculum
4. Training teachers for IT-supported management of students' enterprises
5. Generating student interest in entrepreneurship
6. Implementing entrepreneurial curriculum within out-of-school activities
7. Equipping computer classrooms

Project Participants

- Vocational schools:
 - School of Economics Bjelovar
 - School of Hospitality Management and Culinary Arts Bjelovar
 - Trade School Bjelovar
 - Commercial School Bjelovar
 - Technical School Bjelovar
 - Business Administration School Čakovec
 - School of Construction Čakovec
- Institutions – partners in local development
 - City Council of the City of Bjelovar
 - Croatian Chamber of Economy – Bjelovar County Chamber
 - Croatian Chamber of Trades and Crafts - Bjelovar County Chamber
 - Croatian Employment Office – District Service Bjelovar
 - Business Park Bjelovar
 - Croatian Chamber of Economy – Međimurje County Chamber
 - Open University Čakovec
 - REDEA - Regional Development Agency Čakovec
 - J.J. Strossmayer University of Osijek, faculty of Economics in Osijek



Organization Responsible for the Project is CEPOR (SMEs and Entrepreneurship Policy Center)

Source: <http://www.cepor.hr/en/projects-vocational-schools.html>

Project "With new ICT competencies of teachers to modern vocational curricula"

Technical school Sisak signed with the Agency for Mobility and EU programmes the agreement on financing the project "The new ICT competencies of teachers to modern vocational curricula", within the Erasmus+ KA1 programme.

The project is designed for teachers and principals of vocational schools. Technical School Sisak is the holder and the coordinator of the project while the partners are other secondary vocational schools: Technical school Kutina, Electro-technical and traffic school Osijek, Technical secondary school Slavonski Brod and Vocational school Vice Vlatković Zadar. The main objective of this project is to acquire new ICT competencies of teachers in order to improve school curricula by introducing new content and new methods so they could become relevant in the labour market.

Specific objectives of this project are broadening linguistic and cultural competencies of participants, their professional development as also the development of schools by increasing competencies of teachers and principals.

During the project, 20 principals and teachers will do the mobility of eight days in the Republic of Ireland in Dublin. They will visit educational institutions and businesses and participate in workshops and lectures in information and communication technologies.

The support that Technical school Sisak gets for this project is in amount of 35,540.00 Eur.

Source: http://www.ss-strukovna-vvlatkovica-zd.skole.hr/?news_hk=1&news_id=235&mshow=1197#mod_news

Padua and Zagreb Counties-collaboration in VET development

In the framework of the Leonardo da Vinci Mobility, Lifelong Learning programs, Zagreb County was approved with the funds in total of € 30,620 by the Agency for Mobility and EU programmes, for the purpose of the project mobility "Padua and Zagreb Counties - collaboration and VET development".

The project enabled the departure of 20 participants in Padua in order to acquire knowledge and experience, to introduce the innovation in vocational education with the primary objective of the overall development of secondary education.

The participants are employees of Secondary school Dugo Selo, Secondary school Ivan Švear (Ivanić-Grad), Secondary vocational school Samobor, Secondary vocational school Velika



Gorica , Aeronautical technical school Rudolf Perišin, Secondary school Vrbovec, Secondary school Ban Josip Jelačić and Secondary schools Dragutin Stražimir.

In addition to representatives from secondary schools from the Zagreb County, further cooperation in education and other areas of work will be to establish between Padua and Zagreb County employees.

Source: <http://www.zagrebacka-zupanija.hr/vijesti?year=2013&id=3014>

The modernization of the system of professional development of vocational teachers

Agency for Vocational and Adult Education begins with the implementation of the project "Modernization of the system of professional development of vocational teachers" for which the funds were secured from the European Social Fund. This is the first such project in Croatia which is funded by the ESF, as a part of the Operational Programme Human Resources Development 2007-2013.

The project is worth 7.649.919 HRK and lasts 18 months (November 2014 - April 2016).

The project will develop and implement a modern system of professional development for teachers of vocational subjects and will strengthen the role and capacity of the Agency in the planning, development, implementation and monitoring of professional development.

Vocational teachers, as a target group, will be provided with better support so they could be able to strengthen their competencies and thus raise the quality of teaching and pupils' achievements and capacity to implement the reforms in vocational education.

The project will:

- analyse the current situation in the field of professional training and continuing professional development of vocational teachers
- make recommendations for improving the system of continuous professional development and proposal of a new model of professional development of vocational teachers
- develop open training program of teachers of vocational subjects 2015 -2020 which will detail the learning outcomes, units, activities and means of implementation and monitoring of professional training in key areas
- create Internet portal and associated facilities for the professional development of teachers of vocational subjects which will, in one place, provide access and download of relevant material and content in digital form, give access to the tools for e-learning and to be a platform for continuous professional support to teachers
- strengthen the capacities of the Agency for Vocational and Adult Education in the area of professional training
- carry out targeted professional development for teachers of vocational subjects

Source: http://www.skole.hr/skole/vijesti_aso?news_hk=5627&news_id=10669#mod_news



Andragogical skills - seminar

The seminar in the field of improving andragogical skills for teachers of Technical School Bjelovar, Vocational school Đurđevac and Open University Algebra was held in Dubrovnik, as a part of the „Improving local capacities for education of top mobile application programmers (BE WORLD - CLASS) project.

The seminar was attended by members of the project team (the coordinator and the project partners) and selected teachers from the relevant schools. The lecturer was Mr. Eugen Ban, Senior Advisor for Technical Education and Information Science from the Agency for Education. During the seminar, attendees were introduced to several important topics in the field of adult education, such as personality and personal development, andragogical basics for preparation and training, rhetoric, media didactics, management and control of training and practical exercises. For practical exercises, participants discussed the actual situations at school/classroom (role play: relationship student-teacher) and had the opportunity to submit their proposals for solutions and hear other participants.

Source: <http://www.algebra.hr/beworldclass/vijesti/seminar-iz-podrucja-andragoskih-soft-vjestina-dubrovnik-28-02-01-03-i-02-03-2014/>

9. Which good practice tools should be included in the tool box? Provide short descriptions and links

CISOK

- A central place within the Croatian Employment Service for providing new services for vocational guidance and career development
- New form of providing career guidance services, tailored to the needs of individuals
- Provides tips on how to find and create professional opportunities and improve techniques of job search through several tools:
 - Personality traits Self-Assessment Questionnaire is intended to determine the individual characteristics that are important for adaptation to different positions in various business situations. This questionnaire is primarily for one to become more familiar with one's own characteristics and to recognize a job that suits one best according to ones features
 - Once a year, the Croatian Employment Service conducts a survey on career intentions of pupils in primary and secondary schools. Based on the results of



the Survey, the expert team of schools and CES define the target group in need of specific vocational guidance services. Students are provided with information through brochures, the Internet page, a computer program for vocational guidance "My choice", group and individual professional counselling

- "My Choice" is a vocational guidance computer program intended for users who are thinking about changing professions and to all those who want to learn more information about specific occupations

Source: <http://www.cisok.hr/alati>

VETIS/SUVT

- An information system of vocational education (VETIS) - <https://vetis.asoo.hr:8443/app>
 - o Support in regional and state competitions in all disciplines
 - o Professional development of teachers
 - o Support in the development and maintenance of educational standards
 - o Application and enrolment
 - o Professional exams and promotion of teachers
 - o Central Office of Training Firms – SUVT
- SUVT – an information module within the VETIS system <http://www.asoo.hr/suvt/default.aspx>
 - o the Central Office of Training Firms
 - o popularization and affirmation of entrepreneurial competencies and entrepreneurial activities for all students of vocational schools
 - o simulates certain economic processes and thus supports Training firms network, with the goal of connecting schools with economic reality

Our Interview Partners answered that the toolbox should also include:

- *Corporate social responsibility*
- *Professional orientation; career opportunities*
- *Respect and diversity management; work in multicultural environments*



- *Promoting entrepreneurship through the possibility to create students' own virtual practice during the school time*
- *Connecting the same VET students in the nearby countries to exchange experience.*

10. Suggestions for reducing drop out and early school leaving

We asked the interview partners what could be done to reduce the dropout rates and answers are:

- *Suggest to make secondary education mandatory/obligatory*
- *Initiate up to date surveys on figures and reasons for ESL and dropouts*
- *Set up the trust which will collect funds for education of pupils of low material status*
- *Strongly support the work of CISOK and all similar organizations*
- *Form some kind of organization similar to CISOK which will do the same but starting from the 1st grade of secondary school (not to wait till ESL and dropouts actually occur)*

Our Interview Partners consider following skills to be important for young people joining the labour market:

- *Master-/Bachelor-Degree*
- *Willingness and ability to travel (Mobility)*
- *English language skills*
- *Computer literacy*



- *Leadership and adaptability, with willingness to readily take ownership of challenging tasks and problems*
- *Thorough and analytical, with capability to apply logic and solve problems*
- *Ability to handle multiple tasks concurrently and to meet deadlines*
- *Strive to overcome challenging or difficult obstacles and look for ways to improve results*
- *Effective interpersonal skills with ability to collaborate effectively, strengthening relationships to achieve win-win solutions*
- *Powerful communication skills, in both English and the local language, to deliver a compelling and engaging response*
- *A passion for innovative ideas, coupled with the ability to understand and assimilate different points of view*

11. Important knowledge, skills and competences of trainers and counsellors

Our Interview Partners believe that specific knowledge (financial management, project management, time management, personal and professional development, work on self-esteem, marketing and sales) is very important, which means that trainers and counsellors should be experts in their work areas.

They should have entrepreneurial mentality, interpersonal and communication skills; they should use social networks (Facebook) in order to communicate with young people in a less formal way and ability to establish a close relationship with young people.

Also, very important is lecturers' enthusiasm, they should be motivators, affordable and straightforward, business people who have the skills and knowledge of coaching and have



specific economic experience to be authentic and credible in the eyes of young people, it is important that young people experience him/her as a mentor and coach.

Important knowledge and skills of the trainers and counsellors:

- *Business acumen*
- *Leadership experience*
- *Listening with curiosity and reflecting with accuracy*
- *Questioning for exploration, constructively challenging and seeing different perspectives*
- *Passionate in developing people (personal and professional): Providing feedback for development, encouraging and supporting, trusting and using intuition.*

12. Additional questions - interviews with companies

1. *Do you employ or train young people in your company?*

All interview Partners train people in their companies.

Employees are trained mostly through in-house trainings or by entering the mentoring program through which they learn and the employer monitors their development. All employees attend education regardless of their age. Development programs are designed to support specific business unit and job family needs which last approx. 12-18 months.

One Interview Partner told us that, in addition to standard introduction program and programs for young experts, they provide special program for young talents intended for young people with two or more years of working experience; the program contains business competences and managerial skills.

2. *Do you also employ young people with physical, mental or social disabilities?*



One Interview Partner has never received a job application from person with disability.

One Partner works in a firm which has policy for employing peoples with disabilities.

*Interviews Partners stated that diverse workforce is more innovative and more productive
– resulting in better business results.*

Country Report Czech Republic

Including Data and literature research and Interviews with the stakeholders

Initial information

Diagram of the national education and training system in the Czech Republic.

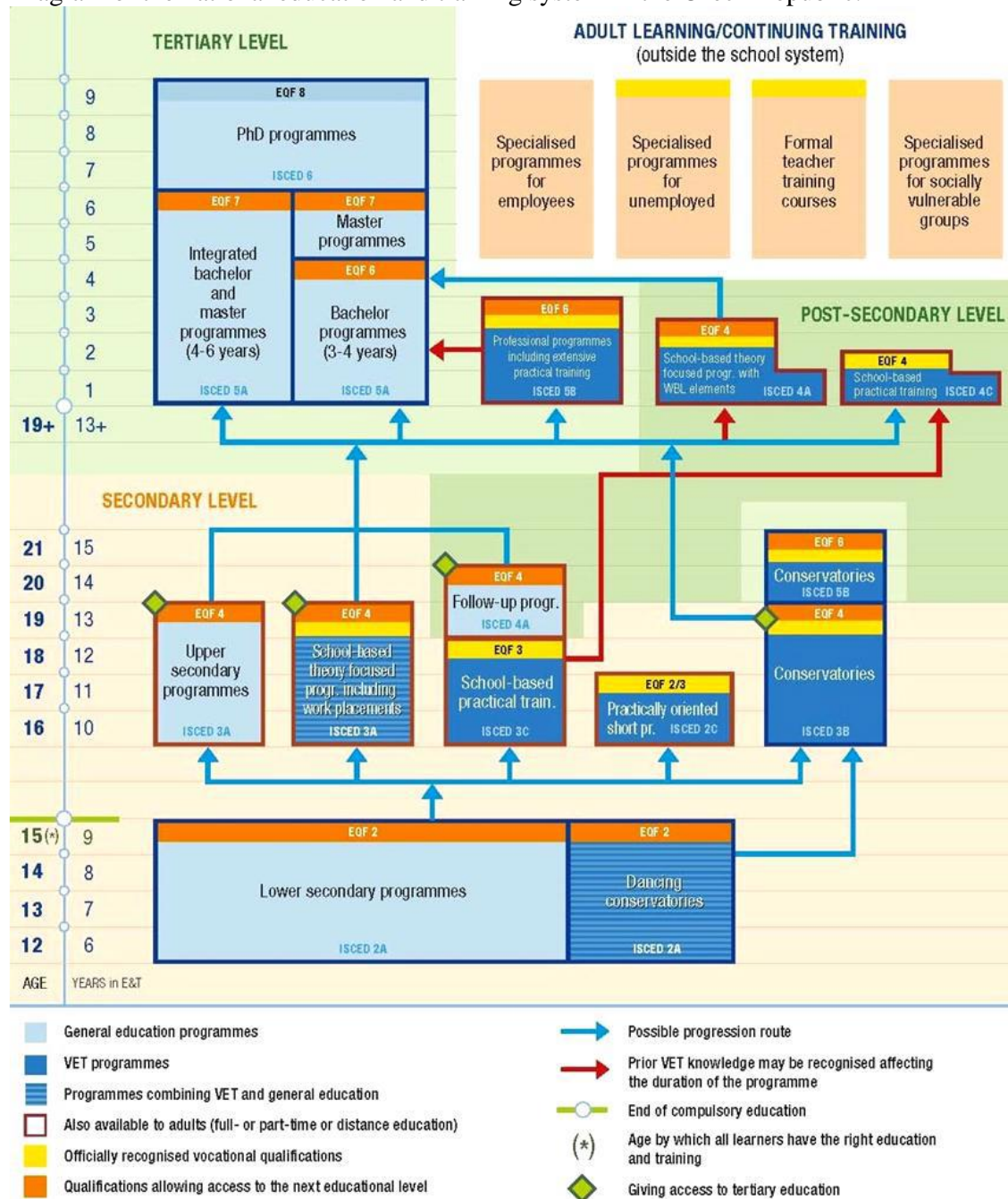


Diagram of the national education and training system. Source: VET in Europe, Country report - Czech Republic 2013



The main body holding executive powers in the field of education at **the national level** is the Ministry of Education, Youth and Sports (*Ministerstvo školství, mládeže a tělovýchovy* – MŠMT). This ministry is also responsible for solving problem of early school leaving from education and training. But the key responsibilities of the MŠMT include especially the development of national education strategy and priorities; development of curricular policy and care for the quality of education on the basis of the objectives and content of education; coordination of public administration and funding in the area of education.

The MŠMT holds the main responsibility of administration and establishing the rules for higher education but the higher education institutions are granted broad academic autonomy.

The responsibility for retraining under the public employment services is borne by the Ministry of Labour and Social Affairs (*Ministerstvo práce a sociálních věcí* - MPSV). The systems of statutory training (*normativní vzdělávání*) are administered by the line ministries (e.g. the Ministry of Health responsible for training of health staff, Ministry of Interior Affairs responsible for public administration staff training, etc.).

A private provision of training services is not regulated. However, if an institution awards nationwide valid CVET certificates, it needs accreditation from the relevant ministerial body. Institutions providing language education or (re)training on behalf of the Labour Office need to apply for accreditation at the MŠMT.

At **the regional level**, self-governing bodies – regional assembly and regional council (*zastupitelstvo kraje, rada kraje*) are directly responsible for establishing public VET schools (majority of VET schools are public schools established by regions. The rest includes private schools, church schools and so on) at upper secondary and tertiary professional levels. The regional assembly has decision-making powers and has its say on the number, structure, provision, quality and funding of the schools. The regional council is elected by the assembly and holds executive powers. It forms expert advisory commissions in various fields, including education.

A regional body of state administration is a regional authority (*krajský úřad*). It is responsible for the development of a regional long-term plan for the development of education and a report on education in the region. It also allocates resources from the state budget to schools to cover pedagogical staff wages and direct educational costs.

The Education Commission and Regional Council for Human Resource Development have a consultative function at regional level.

All **schools** (including VET schools) enjoy a relatively high level of autonomy. School directors hold significant powers. They are responsible for preparation and implementation of school curricula based on approved national curricula, for the quality of pedagogical work and human resources policy, for educational management and efficient use of financial resources. A school council as a consultative body is established at schools. Its members include representatives of the school founding body, pedagogical staff and parents (possibly pupils of age).

Social partners can influence vocational education at national and regional levels particularly through the co-operation on the preparation of curricula. Their representatives participate in the final exam committees of secondary vocational programmes (ISCED 3C), cooperate at the newly introduced uniform assignments for final examinations (ISCED 3C), and profile (vocational) parts of *maturita* exams (ISCED 3A). Enhancing the role of employers and increasing their participation in VET is one of current national priorities.

1. What is rate of VET students and drop outs of VET in the Czech Republic?

Early leavers from education and training (%)					
	2000	2010	2011	2012	2013
EU 28	17,6 ^{EU27}	13,9	13,4	12,7	11,9
Belgium	13,8	11,9	12,3	12,0	11,0
Bulgaria	:	13,9	11,8	12,5	12,5
Czech Republic	:	4,9	4,9	5,5	5,4
Denmark	11,7	11,0	9,6	9,1	8,0
Germany	14,6	11,9	11,7	10,6	9,9
Estonia	15,1	11,6	10,9	10,5	9,7
Ireland	:	11,5	10,8	9,7	8,4
Greece	18,2	13,7	13,1	11,4	10,1
Spain	29,1	28,4	26,5	24,9	23,5
France	13,3	12,6	12,0	11,6	9,7b
Croatia	:	3,7	4,1	4,2	3,7
Italy	25,1	18,8	18,2	17,6	17,0
Cyprus	18,5	12,7	11,3	11,4	9,1
Latvia	:	13,3b	11,6	10,6	9,8
Lithuania	16,5	7,9	7,4	6,5	6,3
Luxembourg	16,8	7,1	6,2	8,1	6,1
Hungary	13,9	10,5	11,2	11,5	11,8
Malta	54,2	25,9	23,6	22,6	20,9
Netherlands	15,4b	10,0	9,1	8,8	9,2
Austria	10,2	8,3	8,3	7,6	7,3
Poland	:	5,4	5,6	5,7	5,6
Portugal	43,6	28,7	23,2	20,8	19,2
Romania	22,9	18,4	17,5	17,4	17,3
Slovenia	:	5,0	4,2	4,4	3,9
Slovakia	:	4,7	5,1	5,3	6,4
Finland	9,0d	10,3	9,8	8,9	9,3
Sweden	7,3	6,5	6,6	7,5	7,1
United Kingdom	18,2	14,9	15,0	13,6	12,4

Source: Eurostat (LFS). Notes: b=break; u=unreliable; d=definition differs; p=provisional.

Europe 2020 target: “By 2020, the share of early leavers from education and training (aged 18-24) should be less than 10%”

The Czech Republic belongs to the group of eighteen member states which have rates below the Europe 2020 headline target (CZ, DK, DE, EE, IE, FR, HR, CY, LV, LT, LU, NL, AT, PL, SI, SK, FI, SE). This number was thirteen in 2012.

Also in the Czech Republic is valid that early school leaving is an obstacle to economic growth and employment. It hampers productivity and competitiveness, and fuels poverty and social exclusion. With its shrinking workforce, The Czech republic and all Europe has to make full use of its human resources. Young people who leave education and training prematurely are bound to lack skills and qualifications, and to face serious, persistent problems on the labour market. The latest Education and Training Monitor showed that there are nearly 5,5 million early school leavers across Europe and that the average unemployment rate amongst them is about 40%.

2. Data on when, how and why drop out occurs?



While the factors leading to early school leaving vary from country to country, based on the 2011 Council Recommendation on policies to reduce early school leaving, the causes of ineffective policies can be boiled down to three typical deficiencies:

1. **Lack of a comprehensive strategy:** Strategic approaches to address early school leaving are not yet broadly implemented in Member States, although there is a growing tendency to better link existing and new measures and develop more comprehensive strategies. In addition, relevant stakeholders are often not involved in efforts to develop and implement measures. A Peer Review on policies to reduce Early School Leaving in March 2013 highlighted the need to involve business in measures to reduce early school leaving to e.g. allow for more work-based learning, improve guidance for young people at risk of early school leaving and ease their transition from school to work.
2. **Lack of evidence - based policy-making:** with some notable exceptions, Member State policies lack detailed information on the background of early school leavers and an analysis of the causes and incidence of early school leaving. Only a few countries take a systematic approach to collecting, monitoring and analysing data on early school leaving, as confirmed by a second Peer Review on early school leaving in March 2014.
3. **Insufficient prevention and early intervention:** Member States start to devote more attention to prevention, but still stronger focus on preventive and early intervention measures is needed both at system level and at the level of individual education and training institutions. Prevention measures at system level need to address especially problems of segregation in school education, the negative effects of grade repetition, the lack of support of groups at risk of early school leaving and the need to improve the attractiveness of vocational education and training (VET).

Why do young people leave VET early?

In the Czech Republic, early school leaving is more frequent among young people from disadvantaged backgrounds and from ethnic minorities such as Roma.

There is no single reason for leaving VET early.

- Young people may start a programme but decide to leave when they realise it was not the right choice – the type/level of programme or the occupation does not suit them – or for other reasons. At this stage, they also need guidance to help them decide their next step. Without good guidance, early leaving can also be triggered by temporary obstacles.
- In fact, labour market features may affect the rate of early leaving from education and training in several ways. If plentiful jobs are available at a low qualification level, leaving education early may seem to make economic sense. But in the current situation people with low qualifications are more likely to be unemployed.
- Salaries may not be significantly higher for those holding a qualification.
- In the rising service sector, jobs tend to be less regulated and thus offer less incentive to pursue a VET qualification.
- Employers may offer apprentices jobs before completion of training; or people may simply drop out of a vocational programme and emigrate if an unqualified job abroad has higher economic dividends than a qualified one at home.
- Teaching style is not attractive. "Learning by doing" and "learning by practicing" is not frequently used at schools.

3. What coaching and counselling services for young people are there in your country? How do they access people? Evaluation results?



The counselling and coaching services are provided in three parallel systems:

- A. **System of the MŠMT (Ministry of Education, Youth and Sports);**
- B. **System of the MPSV (Ministry of Labour and Social Affairs).**
- C. **Other counselling and coaching services**

A) The MŠMT System

The MŠMT regulates career counselling and coaching services provided at schools. The services are focused on solutions to problems children and young people face during their studies and on the process of choosing or changing educational paths.

NATIONAL LEVEL

The National Institute for Education (NÚV) is a key actor of the career counselling and coaching at the national level. It focuses on research, methodology and dissemination of information related to career counselling and coaching, and supports the teaching of subjects dealing with labour market issues. The NÚV provides specific training focused on counselling services and the development and introduction of new methods of diagnostics in the area. It also pursues the development of an integrated information system (ISA) and the related website www.infoabsolvent.cz that gathers information about employment of school leavers in the labour market and is a useful source of information for career decisions of students, counsellors and adults. The NÚV have also provided e-learning courses for counsellors and teachers to improve their skills related to the career counselling and coaching.

Qualification standard for the occupation “career counsellor” is being developed and the occupation is to be included to the National Registry of Vocational Qualifications.

REGIONAL / LOCAL LEVEL

Pedagogical-psychological guidance centres are located in all districts and provide services aiming at solving study-related, psychological and behavioural problems of students. Career services provided by these centres are derived from a pedagogical- psychological diagnosis of the pupil’s capacities, personal qualities, interests and other personal characteristics.

Centres for special pedagogy provide counselling to children and young people with sight, hearing, physical, mental or combined disabilities, and with communication disorders.

Educational care centres provide career services as part of preventive care for children and young people who show or are at risk of developing behavioural and social development disorders. Its role within career counselling lies rather in prevention of drop out caused by the socio-pathologic issues.

Information centres for youth are a network of non-profit non-governmental centres that provide young people with information on a wide scope of various topics (from education, leisure, health and lifestyle to citizenship and social issues). They also collect information on educational and job opportunities. They are grouped in the association of information and counselling centres for young people.



SCHOOL LEVEL

Educational counsellors are coordinators of counselling and coaching services at schools. All basic and secondary schools are obliged by law to establish the position of educational counsellor (often the counsellors are recruited from the teachers of the school and therefore their professional capacity is rather limited due to the teaching duties). They address, in co-operation with other teachers, the school director, parents and above mentioned counselling facilities as well as the MPSV counselling system, the issues related to education and professional orientation of the students. Each school also employs a **school methodologist** concerned with the prevention of socio-pathological disorders, and there might also be a **school psychologist** and a **special pedagogue**.

Career management skills in curricula

Since the academic year 2010/11, the curricula for secondary schools has included a subject 'Introduction to the world of work'. Lower secondary education has introduced a subject 'Career path selection'. In addition, pupils may attend various educational fairs, open door days at schools, job brokering events, etc.

B) The MPSV System

The MPSV system of counselling services to adults consists in the employment-related services provided by the Labour Office (ÚP) regional and local contact centres. It aims at resolving problems related to the transfer from school to employment and supporting job seekers in finding a job through retraining.

Information and Counselling Centre at each ÚP unit provides career choice assistance for young people and adults. There is a wide range of information materials and media available for this purpose – mainly used on a self-service basis (descriptions of occupations and leaflets on educational provision). The main target group are job seekers, people who seek alternative employment, school leavers and other groups at risk of unemployment. There are also visits being organised for the pupils from the senior classes of basic schools. In recent years, extensive austerity measures followed by reorganisation of the employment services lead to the reduction of financial as well as human resources. This affected counselling services provided by the Labour Office. Currently the situation is improving.

C) Other counselling and coaching services

In addition to MŠMT and MPSV systems, there are private counselling and coaching service providers, employers' associations and counselling organisations which fall under the responsibility of the Ministry of Industry and Trade, and other bodies.

4. Stakeholders responsible for setting up and financing coaching and counselling services of young people?

The responsibility for funding of setting up and working of coaching and counselling services is shared between the MŠMT (Ministry of Education, Youth and Sports) and those responsible for establishing schools, i.e. regional authorities or in some cases private entities, churches, ministries.

The resources from the MŠMT budget are significantly higher than from the other responsible bodies. Schools may also receive resources from the MŠMT budget for development



programmes. The content and the aim of these programmes are announced by the MŠMT for each fiscal year. In addition, schools may also get money for coaching and counselling services through implementation of various projects co-funded from the EU structural funds.

5. Implementation of counselling competences in VET teacher and trainer training? Frameworks?

As we wrote before, the main system of counselling at schools is managed by MŠMT (Ministry of Education, Youth and Sports). This ministry is responsible for implementation of counselling competences in VET key staff (experts) of this system.

At the school level, key staff (experts) are:

- **educational counsellors** - teachers working on a part-time basis as guidance counsellors; methodologically supported by the relevant educational-psychological counselling centre.
- **school prevention consultant (school methodologist)**- prevention of risky behaviour
- **school psychologists** - reduce the risk of the behavioural and educational problems in children, educational and psychological care provision, counselling, diagnostics
- **special pedagogues** - care for pupils with sensory, physical, mental or speech impairment

The basic competences gain these experts during university studies. Some of them need special additional university study (2 years). Then they are responsible for their lifelong learning process by themselves. They can choose from two basic possibilities:

a) Courses and programmes offered by public or non-profit organisations, such as regional and local culture and training centres, libraries, museums, foundations, churches, political parties, social partner's institutions, etc. This education is accessible for those interested in the relevant subject area and may be provided for a fee, which is often subsidised by the EU structural funds and public budget.

b) Demand driven courses offered by commercial training providers or independent consultants and lecturers. Usually courses have no entry requirements except for the payment of the course fee. Graduates receive a certificate of a completion of the course which is issued based on attendance or upon passing an examination or test.

6. Implementation of key competences entrepreneurship, intercultural awareness and personal skill in VET in VET curricula in your country?

7. Implementation of key competences entrepreneurship, intercultural awareness and personal skills in VET in VET trainer training in your country?

These two questions are too wide for analysis in the Czech Republic. As we wrote there are several key staff in this area and they have various training a learning opportunities.



8. Good practice examples or projects of 6 & 7.

Interesting project "Stop Dropout" was realized in some European countries, including the Czech Republic.

The overall objective of the project was to reduce the dropout rates of learners in vocational education and training, by providing materials and tools for counsellors and trainers to develop their own skills in working with groups, to detect potential dropouts and the special characteristics of learners' groups, provide support adjusted to individual needs, and thereby improve the quality of their vocational education systems.

www.stop-dropout.eu

The **Stop Dropout** project focuses on finding at-risk individuals, evaluating their needs and providing them with flexible support. It consists of three tools that counsellors and administrators can use at various school levels, educational centres and other institutions. The tools are based on a holistic approach with the focus on the individual and his/her future opportunities.

The three components are

- The **Risk Detector**, an interactive electronic tool designed for counsellors to identify individuals at risk of school failure and dropping out. The technique is designed to evaluate students' strengths and weaknesses that are considered important in the learning environment to assess not only the risk of school failure but also what type of support is most suitable for different groups of students.
- The **Personal Profile**, an interview schema for counsellors designed to systematically assist at-risk individuals to examine their strengths and weaknesses and learning environment so they can define their needs in order to better fulfil their educational and personal goals.
- The **Flexible Prevention and Support System** prevents young people from dropping out of school and assists those that have already dropped out. It is a framework for counsellors and other professionals working with young learners and is based on individual needs and provides suitable support within various communities. The cooperation is based on working on individual basis and finding suitable solutions for each individual involved.

9. Which good practice tools should be included in the tool box? Provide short descriptions and links

At first, we prefer to study the results of need analysis from all project countries and then choose particular methods for our common tool box. Our project tool box must be coherent set of tools and must respond to the needs identified in all country analysis. So, we prefer to describe tools and good practice later.

10. Suggestion for reducing drop out and early school leaving

Prevention and early intervention can be strengthened through better support for those at risk. There should also be better support for teachers, trainers and other education staff, parental



involvement and stronger cooperation in and around schools, including with local communities and stakeholders. Extra-curricular activities and measures to raise the self-esteem, motivation and resilience of young people at risk of leaving school early are also important.

Intervention measures must be designed in a way that does not lead to segregation in the education system e.g. by creating measures that are beneficial for all students and all types of education and training institutions or by designing alternative educational pathways in a way that they provide relevant qualifications which allow learners to re-enter mainstream education and training.

Increasing the provision of high-quality initial VET can help reduce early school leaving.

Combining general education with work experience can be an alternative, and for some learners more motivating path through education.

11. Important knowledge, skills and competences of trainers and counsellors

As we explained above, in the Czech Republic only the counsellors (not trainers) are key staff in career counselling and coaching services provided at schools.

What is a good counsellor?

- He (or she) is trustworthy. Young people feel safe with him (or her).
- He demonstrates unconditional acceptance, genuineness and empathy.
- He is able to understand things from perspective of young people.
- During counselling he is here only for young person.
- He believes in young person. He has a sense of hope and confidence in young person ability to find good solution, to change situation. He is able to help young person to do it.
- He gives his full and undivided attention to young person during counselling.
- He is able to listen without interrupting. He talks much less time than young person during counselling.
- He lets young person to choose the topic of the counselling session.
- He helps young person to find own solution instead of giving advice or telling them what he/she should do.
- He is warm, calm, sensitive, caring, open, patient and concerned.
- Young people can be themselves when they are with him. Young people don't feel judged, criticised or written-off.
- He sees young person as the expert of his/her life.

Interviewed stakeholders:

Martina Kvapilova, educational counsellor, Secondary technical school

Bronislava Novakova, career counsellor, EDUCO - Educational provider

Ellen Malacova, educational counsellor, Secondary technical school

Vera Zavadilova, educational counsellor, Secondary technical school

Pavlina Winklerova, career counsellor, REINTEGRA - Educational provider



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Country Report Germany

including
Data and Literature Research and Interviews

A. Introduction:

The results from the 5 interview pages have been incorporated in the text together with additional information about the interview partners, who are identified by name. The interview pages are included in the Appendix.

According to a report issued by the German Federal Ministry for Education and Research in 2014, movements in the training market are being detected, which on one hand are detected in the high significance given to dual vocational training in Germany and the other hand, which points to the increasing matching problems between business and the trainees. In this context a "matching problem" refers to the staffing problems that companies with regional supply difficulties have, which means that a comparison cannot be made between demand and supply. This also means that the looming skill shortages that the medium-sized company segment will have to confront cannot be balanced out by an adequate number of interested youths who are willing to be trained.

In 2012, 55.7 per cent of a single age-group started vocational training in one of the more than 330 occupations that are recognised under the Vocational Training Act and the Crafts Code and require formal vocational training. At the end of 2012 there were a total of about 1.43 million trainees in Germany, albeit with a significant drop in the number of training contracts that were concluded. In particular, the number of inter-company training contracts in 2012 registered a loss of 16.3 per cent, whereby the non-cyclically dependent companies also registered a drop of approx. 3.1% in 2012.

The market needs to distribute forms of training and their prepared measures sponsored by public grant providers at both company and inter-company levels.

Sponsored Vocational Training in External Training Centres:

In Germany a differentiation is made between cooperative and integrative forms of training and additional rehab-training (for people with disabilities (defined in §19 Social Security Code III by a rehab consultant) and based on § 66 Vocational Training Act or § 42m Crafts Code). Independent professions and the care of the elderly sector are not eligible for sponsoring with regard to vocational training in external centres. Normally, the offers of work from the employment agency are made to youths aged 18 – 24 who are fit for employment and eligible for benefits. The cooperative model sets up socio-educational assistance between companies and trainees, which provides both placement and support for the youths throughout the training. In these cases the training contracts are closed between three action partners: the trainee, the company and the associated institution. The assignments

are made through the employment agency's or the job centre's U25 integration specialists, as these services have to be settled with the agency in accordance with §§ 57, 59, 74 and 76 to 80 of the third Social Code. Access conditions are controlled by the Social Code: Normally, intrinsic social or learning-specific disadvantages exist, which are taken into account for rehab training assignments by the employment agency's rehab department and they assume a certified disability. There are reasons for the dropout rate that result from the assignment procedure as well as the personal instability exhibited by many young people. Similarly, demographic factors, image problems regarding specific occupational categories and the trend toward academic studies all play a defined role here.

Excursus: State grants to young people and their limits

The known options for court-ordered supervision of people with psychological, physical and mental disabilities are supplemented by the offer from the general youth welfare social services for non-minor young clients or are project-related for young people up to the age of 20. In addition to this, there are also private law models in family areas as well as private services of a care nature for older people that are not evaluated statistically. The legal basis for this is § 1896 German Civil Code, which regulates the appointing of a supervisor for health care, asset care, residency requirements, looking after the post as well as for all other tasks regarding attending to legal, proposed and public policy matters.

Age-independent sociodemographic parameters such as the relationship between long-term unemployment and the accumulation of psychophysical illnesses or addictive behaviour in young people have also been cited for the increase in staff to student ratios. Furthermore, the social changes that have been taking place for decades with regard to families and the social disorganisation of social groups with unfavourable training and integration prospects have resulted from various types of indebtedness, criminality or ethnic isolation. The proportion of people who cannot look after themselves in a rational and organised way within a legal, economic and health-orientated reference framework is growing almost in proportion to the complexity of social behaviour expectations and peer pressure.

In contrast, the prerequisites for regional, national and international competitiveness are high employee qualification levels. Specialist knowledge is also relevant as are general skills, core social competencies and key skills. The competitive tempo, in which new products or modified services are positioned and removed in regional and national markets, places a particularly high level of flexibility on the actions of everyone involved. These actions include, in addition to recognising capability, market changes and adapting to them, highly developed communicative and situative intuition, especially with regard to the preparedness for life-long social and professional learning, for accepting personal responsibility as well as flexible adaptation to the changed requirements and expectations in the world that we live and work in.

Another consequence is that work in the segments with low qualification



requirements has clearly decreased and the need for workers with highly developed professional and social skills has increased. The resulting assumption is that the group of people with multiple placement handicaps who are looking for work will have to continually adapt to the growing requirements of the labour market, but this type of holistic adjustment capacity might not be provided due to the lack of social and professional skills and without any compensatory medium- and long-term support from third parties.

The Institute for Social Research and Social Policies published their report on “Job monitoring and expertises regarding guardianship law” on the 29th October 2010. A slight increase has been detected in the legal guardians together with a flattening in the increase rate in Germany with a simultaneous significant increase in the financial costs caused by the growing number of job counsellors. In 2009 the proportion of initial orders was approx. 35% less. However the courts differ in their case overviews and it has not been between professional and voluntary counsellors up to now, even though ISG has determined a trend towards professionalisation (see Köller, Engels, “Job monitoring with regard to guardianship law”, Page 18). In Hesse the proportion of professional to the overall volume of legally ordered guardianships is already 30.8% less (see Page 15).

The numbers were reflected regionally in the Kassel rural district social atlas for 2010 (See 126f). As a result of the evaluation of counselling services that were surveyed, the regional health care service concluded that the survey covering the information from the counselling centres in the Kassel district was normative and that the growth in counselling procedures was conditional on the demographic transition, as this increasingly included young people with mental disorders and young addicts as well as “a cluster of people who cannot meet the requirements of the employment agency” (see Page 126). However, legal support was realised in a form that needed less time-expenditure and that hardly affected or was hardly dependent on the personal commitment of the counsellor responsible for the training situation of youths and young adults.

In existing counselling situations and through the courts or youth welfare department these models resulted in an additional need arising and this was the stabilisation of the youths and young adults during the training phase away from the formal counselling relationships, so that a holistic approach could be pursued as part of the assisted training with regard to both the training company as well as the training assistants. This also included the perspective approach to the progression of adolescent biographies, especially with regard to preventing future psycho-social dependence through third parties. This approach was further addressed and supplemented by the definition of assisted training in a best-practice model that is explained below.

Improved counselling of the apprentices during integrative training was realised as a result of the congruence of training companies and agencies in integrative training. Nevertheless, a significant number of trainee dropouts were recorded here, as the social-education counselling was not holistic and was construed for the personal



environment of the trainees. The intended transition from training in an external training centre to training in a company without social-educational assistance only occurred in exceptional cases.

The reason for the downturn in the inter-company training relationships was the high rate of dropping out after being assigned to a training centre, as the awarding authority, i.e. the employment agency, withdrew as the result of the success rate during (transition to regular vocational training) or after the completion of the training and a tendency towards strongly integrated measures in the budget was noted.

This also relates to the provision of pre-training measures.

Previous instruments for supporting youths in the transient areas for or during training:

- Assistance during training in accordance with § 75 SGB III

Young people with learning problems and/or socially disadvantaged young people, who need special support due to personal reasons and cannot start, continue or successfully complete vocational training without any support, are entitled to assistance during training. Those needing support are also apprentices who are threatening to dropout prematurely from their vocational training relationship if they have to continue without support through assistance during training.

- Initial qualifications in accordance with §131 SGB III

Initial qualifications as part of the eligibility: All vocational training applicants who apply to the employment agency who have limited placement prospects due to personal reasons and have still not found a training position even after a nationwide follow-up placement campaign or those looking for vocational training who still do not have the maturity needed for an apprenticeship or have learning problems or are socially disadvantaged. This is normally realised as practical industrial internship lasting 6 months with an extension option in the run-up to vocational training

- Pre-vocational training measures in accordance with § 51 SGB III

... for youths without training maturity or without a training place after the employment agency's follow-up placement campaign, for youths with learning problems or youths who are socially disadvantaged

- Educational courses at vocational training colleges, which provide eligible basic industrial training

- Preparatory vocational training year, full-time school based

- Preparatory vocational training year, one-year career starting classes

- Educational course at vocational training schools for young people without a vocational training contract who are employed or are looking for work

- § 13 Youth social work SGB VIII

(1) Young people, who are mainly dependent on support to compensate for social disadvantages or to overcome personal impairments, should be offered social-education help as part of the youth assistance programme, which is needed for their



educational and vocational training, integration in the workplace as well as their social integration.

(2) Insofar as the training of these young people is not guaranteed by measures and programmes from other agencies and organisations, suitable supervised social-educational training and employment measures can be provided, which will take into account the capabilities and the development stages of these young people.

(3) These young people can be provided with a supervised social-educational type of accommodation during their participation in educational and industrial training measures or during their vocational integration. In these cases the necessary support for these young people should also be guaranteed and emergency health care should also be provided as stipulated in § 40.

(4) The provision of support should be determined by school administration measures, the Federal Employment Agency, agencies responsible for company and external training as well as the agencies responsible for the supply of labour.

A range of educational concepts should also take into account that trainee dropouts can be countered on a preventative basis. The relevance and the objective of the assisted training are supported in the following through statistics and the inclusion of data material from the 5 interviews.

Interview partners were:

1. Dr. Rupp (Work and Environment family centre - Gießener gemeinnützige Berufsbildungsgesellschaft mbH (ZAUG))
2. Ms Gabriele Hartmann (bfw – training company)
3. Ms Helga Betzer (maxQ. – Occupational therapy school in Heidelberg)
4. Ms Christina Lipp (Association for external advanced training VaAW, Wetzlar)
5. Mr Matthias Körner, general manager of DGB Mittelhessen region

The respective discussions have not been recorded (audio and video) at the request of all of the interview partners. The interviews were of a minor linguistic nature, but without semantic divergences from the internal project questionnaire.

B. 11 Country report aspects

1. What is rate of VET students and drop outs of VET in Germany?

A total of around 1.4 million Germans were involved in a training relationship at the end of 2013. In contrast, around 2.7 million Germans were enrolled in universities. The following statistics differentiate between the total numbers of training relationships according to vocational training areas:

Berufliche Bildung

Auszubildende am 31.12. nach Ausbildungsbereichen¹

Ausbildungsbereich	2012	2013	Veränderung zum Vorjahr in %
Insgesamt	1 429 977	1 391 598	-2,7
davon			
Industrie und Handel	841 062	825 156	-1,9
Handwerk	400 131	381 387	-4,7
Landwirtschaft	34 764	33 585	-3,4
Öffentlicher Dienst	35 967	34 932	-2,9
Freie Berufe	109 854	109 443	-0,4
Hauswirtschaft	8 196	7 386	-9,9
Nachrichtlich			
Früheres Bundesgebiet	1 222 032	1 197 897	-2,0
Neue Länder einschließlich Berlin	207 945	193 992	-6,7

Source: Federal Statistical Office, 2014, (destatis) issued 31.12.2013

Two other summaries provide information about the development of the numbers dropping out of training during the last three years.

It is quite clear that the slight shifts within the occupational fields have resulted in consolidation of the terminations at a higher level.

A clear increase in the numbers dropping out can be seen in 2013 in both the crafts and the independent professions. However, when compared to the previous years it is questionable as to whether the dropouts were clearly defined from the specific professional groups. In 2012 the highest dropout rates were seen in cosmetics and the catering industry. Overall there was a lower dropout rate in administration jobs, media and information services as well as the electrical industry.

The 2014 vocational training report has determined that trainee dropouts with higher educational achievements are declining. There was clearly more dropping out from vocational training amongst young people with migration backgrounds; no significant gender-specific differences were determined.

Tabelle A4.7-1: Vorzeitige Vertragslösungen nach Zuständigkeitsbereichen¹ und Zeitpunkt der Lösung² (absolut und in %³), Bundesgebiet 2011

 Tabelle A4.7-1 (barrierefrei)

Zuständigkeitsbereich	Vorzeitige Vertragslösungen insgesamt		davon gelöst:									
			in der Probezeit		nach 5 bis 12 Monaten		nach 13 bis 24 Monaten		nach 25 bis 36 Monaten		nach mehr als 36 Monaten	
	absolut	in %	absolut	in %	absolut	in %	absolut	in %	absolut	in %	absolut	in %
Industrie und Handel	80.772	100,0	28.287	35,0	26.157	32,4	19.218	23,8	5.946	7,4	1.164	1,4
Handwerk	52.980	100,0	16.029	30,3	16.035	30,3	14.127	26,7	5.835	11,0	954	1,8
Öffentlicher Dienst	798	100,0	255	32,0	204	25,6	222	27,8	102	12,8	15	1,9
Landwirtschaft	3.378	100,0	945	28,0	996	29,5	951	28,2	414	12,3	72	2,1
Freie Berufe	10.860	100,0	4.782	44,0	2.922	26,9	2.130	19,6	876	8,1	147	1,4
Hauswirtschaft	972	100,0	183	18,8	300	30,9	279	28,7	171	17,6	39	4,0
Bundesgebiet insgesamt	149.760	100,0	50.484	33,7	46.614	31,1	36.927	24,7	13.344	8,9	2.394	1,6

¹ Zuordnung nach Tabelle A4.7-1 für die jeweiligen Ausbildungsberufe (vgl. [3](#) in Kapitel A1.2).

² Zeitraum zwischen Beginn und Lösung (in Monaten).

³ Anteil der Lösungen, bei denen der Ausbildungsbeginn eine bestimmte Anzahl an Monaten zurückliegt, an allen Lösungen (es handelt sich nicht um die Lösungsquote und auch nicht um echte Verlaufsdaten).

Quelle: „Datenbank Auszubildende“ des Bundesinstituts für Berufsbildung auf Basis der Daten der Berufsbildungsstatistik der statistischen Ämter des Bundes und der Länder (Erhebung zum 31. Dezember, Berichtsjahr 2011. Absolutwerte aus Datenschutzgründen jeweils auf ein Vielfaches von 3 gerundet; der Ingesamtwert kann deshalb von der Summe der Einzelwerte abweichen.

Berufliche Bildung

Vorzeitig gelöste Ausbildungsverträge nach Ausbildungsbereichen¹

Ausbildungsbereich	2012	2013	Veränderung zum Vorjahr in %
Insgesamt	148 635	148 914	0,2
davon			
Industrie und Handel	79 464	77 286	-2,7
Handwerk	52 746	54 774	3,8
Landwirtschaft	3 396	3 456	1,8
Öffentlicher Dienst	831	795	-4,6
Freie Berufe	11 271	11 733	4,1
Hauswirtschaft	927	870	-6,1
Nachrichtlich			
Früheres Bundesgebiet	120 093	121 719	1,4
Neue Länder einschließlich Berlin	28 542	27 195	-4,7

¹ Aus Datenschutzgründen sind alle Daten (Absolutwerte) jeweils auf ein Vielfaches von 3 gerundet; der Ingesamtwert kann deshalb von der Summe der Einzelwerte abweichen.

[nach oben ↑](#)

Source: Federal Statistical Office, 2014, (destatis) issued 31.12.2013



2. Data on when and how drop out occurs?

Contract dropouts were frequently found to be disproportionate during the employment probation period (44%). Dropouts from domestic science professional training that occurred were comparable to those that occurred later on during the training; 21.6% of the dropouts occurred in these professions later than 2 years after starting the training contracts. The frequent dropout phenomenon started in 2013. The vocational training report issued by the German Government in 2013 stated that virtually every fourth training contract (2011: 24.4 per cent) was prematurely cancelled and that the tendency was increasing. As the Federal Institute for Education and Training's Transition Study 2011 pointed out, the contract terminations from approx. 12 per cent of the youths concerned was a training dropout, whilst the other youths continued the training that they had started in another company. The majority of the terminated training contracts occurred within the first year after starting the training contract. 64.8% of all the contract terminations registered in 2011 occurred during the first 12 months after the contract started, 33.7% were cancelled during the first 4 months (probation period) and 31.1% between the fifth and twelfth months. The results of the 2013 Training Report confirm the findings of the Federal Institute for Education and Training's Transition Study. Polling for the 2012 DGB Training Report showed that 13.3 per cent had already dropped out from a training course. A difference between the genders can be determined: 14.5 per cent of all female trainees and 12.3 per cent of all male trainees prematurely dropped out from their training courses. The following tables show, in partial anticipation of Section 2, the number of dropouts, correlated with the professional sector as well as the point in time that the dropout occurred.

Data on why drop out occurs?

The study made by Adalbert Ruschel provides decisive information about the motives and reasons for dropping out from a training course. Even if we go back to the investigation made in 2010, the assumption is less demographic and social shifts in the determined dropout causes in the subsequent years are sufficiently up-to-date:



"Whether the legally defined probation period for vocational training should give the training employers and the trainees the option to correct the decision that they made as this might occasionally lead to skill problems later on if terminating a training contract would no longer be possible. The important reasons for premature dropping out from a training course are:

a) Trainees:

- Professional reorientation (another profession, another company)
- Choosing another training path (school, university)
- Personal reasons (difficulties with the training instructors and colleagues)
- Educational deficiencies
- Gaps in technical theory and practical experience
- Learning difficulties and exam nerves
- Language problems
- Difficult social environment
- Very limited, wandering or poorly developed interest
- Easily frustrated
- Inadequate advance information or previous experience
- Poor mental and social flexibility
- Insufficient physical/psychological capacities
- Lack of staying power
- Objective confusion or objective conflicts

b) Causes resulting from the family environment:

- Domestic stress arising from housework and siblings
- Poor opinion of professional training held by other members of the family
- Family conflicts
- Financial problems
- Lack of understanding in the immediate family
- Poor housing conditions
- Special time-consuming stresses, i.e. house building

c) Causes resulting from the vocational training environment:

- Unfavourable working time regulations
- Lack of support and recognition by the supervisors
- Low status amongst work colleagues
- Poor relationship between work participation and promotion
- Lack of material recognition



- Inadequate coordination between the company and the training centre
- Technical organisational causes, e.g. location and time conditions or technical equipment, lighting conditions and background noise
- Group atmosphere and size
- Conversational tone within the training group
- Overcrowding, cost-pressure from the training company
- Deviations from the learning content listed in the training framework plan
- Overextended or overloaded training personnel
- Poor relationships between the trainees and the instructors
- School-like training course
- Methodical shortcomings regarding the training personnel

d) Other causes:

- Unfavourable traffic conditions
- Long distance between living and training locations
- Involvement in associations and federations
- Sporting activities
- Sudden illnesses
- Time-consuming sidelines, i.e. moonlighting

4. Dropout typology

Many training contracts are terminated prematurely because the trainees are not in active employment. In 1997 the DIHT put the numbers in the Chambers of Industry and Commerce sector at 14,000. Like before, it was considerably easier for youths in West Germany to find a training position than for youths in East Germany. When trainees were asked their reasons for dropping out, six answers took prominence:

- Educational deficiencies
- Insufficient explanations during the career choice process
- Loss of motivation
- Commercial training courses on offer were unattractive
- Unsatisfactory training conditions

The reasons given by the companies for the terminated contracts from their point of view was predominantly poor performance capabilities, lack of motivation or lack of willingness to integrate in the training courses that were terminated. However, these normative assessments are not meaningful with regard to ascertaining the expressed motive for dropping out.



3. What coaching and counselling services for young people are there in your country? How do they access people? Evaluation results?

Model projects

a) *carpo*

Since 2004 assisted training has combined regular industrial vocational training for the general training market with extensive preparation and support options provided by youth employment assistance and this has been successfully implemented as a model project in Baden-Württemberg.

Link:

http://www.carpo-esf.de/fileadmin/downloads/Carpo_Broschuere_Zwischenbilanz_Corporate_and_Nature_Internet.pdf

b) Career choices pass

The pupils use the career choices pass to analyse their strengths and interests and document and reflect on their experiences and knowledge that they gain during the career choice process. It sees the youths through evaluating job placements or organising the application process, writing an application for a vocational training position or organising the next learning step. The career choices pass is issued by members of the Federal Association for Career Education, the 13 Federal States, the BMBF and the Federal Employment Agency. The career choices pass from other actors active in the choice of career process can be integrated as part of the training chain initiative. The career-entry mentors can use the career choices pass to plan the next step with the young people or to document the results of the discussions about vocational self-examination and vocational perspectives. The different stations in the career choice process lets you plan systematically and interface with each other.

Link:

<http://www.berufswahlpass.de/>

Counselling instruments or addresses:

Vocational training and a career

Information from the Federal Ministry for Economics and Technology and extensive links covering the topics of career paths, vocational training and careers can be found at: <http://www.bmwi.de/DE/Themen/ausbildung-und-beruf.html>

Azuro – Office for future apprentices

Azuro provides vocational trainees with free-of-charge counselling in the Munich area if they find themselves in crisis situations. Examples of topics covered are: Rights



and obligations during training, dropping out from vocational training, changing your vocational training position, bullying, sexual harassment, giving notice, warnings, etc. Online counselling and online current information are also available at:
<http://www.azuro-muenchen.de/>

Federal Employment Agency: Career Guidance Centres (BIZ)

BIZ is a Federal Employment Agency service for everyone who is about to make a career decision. BIZ will provide you with specific information about:

- Vocational training and studies
- Career profiles and requirements
- Advanced training and retraining
- Job market developments.

Federal Employment Agency: Information about vocational training

The Federal Employment Agency will provide you with information about: Their advice service, choosing a career, help for specific groups of people such as the disabled, decision support when choosing vocational training, studies and bridging proposals such as job placements, voluntary social year, etc.

Check lists for vocational training questions - IG Metall

IG Metall has prepared checklists for those interested in vocational training and trainees covering vocational and advanced training that includes, for example, applying, starting vocational training, the quality of vocational training, acceptance, advanced training, job placement, second chance training and studying for professional qualifications, etc.

German Association for Educational and Vocational Guidance e.V. (DGB)

Since its founding in 1956 the German Association for Educational and Vocational Guidance (DGB) has been responsible for the promotion and further development of professional education and vocational guidance. They are considered to provide a service that offers professional, lifelong consulting services with regard to professional questions.

DGB: Financial help and advice for trainees

The DGB's youth portal provides information about various topics, such as vocational training grants, rights and obligations during training, representation of interests, unemployment and free-of-charge online advice during a training crisis (dismissal, overtime, etc.) is provided by Dr. Azubi.



Doctor Azubi

Trainees who have problems at their training centre can get assistance via this page of DGB's internet site. There is a general forum, online advice, case descriptions and the option to research appropriate terms or training centres online.

Rock your life! – Coaching network

The Rock your life! network qualifies students as coaches, who then volunteer to mentor a secondary school student starting working life in compliance with a structured coaching process. The object of the two-year coaching relationships is to individually support the students with regard to their personal responsibilities and motivation and to bolster their capabilities, talents and visions.

START Smart – Career guidance for full or half orphans

The START Smart career guidance from the Nikolaidis Foundation is aimed at young full or half orphans aged between 14 and 27 and shows them vocational perspectives, which makes the search for a suitable training position or practical work experience easier.

VerA - Prevention of vocational training dropouts

VerA (Prevention of vocational training dropouts) is an initiative launched by the Senior Experts Service (SES). Experts from the SES act as volunteer vocational training mentors and provide support and advice to trainees who are contemplating dropping out. There is an online brochure covering advice, addresses of contact partners and other information.

Customer service

The Association of German Insurance Companies has an information centre that provides basic information for school leavers / graduates, young families and those who were previously employed. School leavers / graduates can call up tips for making an application, getting their first own home, the first job, insurances, etc.

Ver.di youths: Vocational training

The ver.di union's information portal for trainees.

Vocational training advice is provided and there are also tips and information about starting work.



4. Stakeholders responsible for setting up and financing coaching and counselling services of young people?

In principle, only Foundations and Ministries as well as the economic and municipal development banks from the various States are mentioned here. The Sparkasse Foundations as well as the Robert Bosch foundation are all well-known. The ESF programme provides support grants to numerous youth projects and is often called upon by the national institutions to be co-financers. Mixed financing through Foundation money, co-financing through Employment Agencies or Job Centres in addition to ESF or the nationally funded "Quabb" or "Alliance for further education and vocational training." is hugely beneficial. However, this can only be pre-assigned and planned for in specific project cases. Seldom, but not improbable, is a case where social sponsoring is made by a company. Local acquisition work would be necessary here. Even an assisted vocational training project would fall back on these options. The following links in Germany will help with the orientation to co-financing options:

Foundations:

http://www.stiftungen.org/no_cache/de/service/stiftungssuche/trefferliste.html

ESF:

www.esf.de

Alliance for further education and vocational training (recommended DGB interview partner)

<http://www.bmbf.de/de/2295.php>

Quabb:

<http://quabb.inbas.com/>



5. Implementation of counselling competences in VET teacher and trainer training? Frameworks?

Educational / psychological counselling skills are hardly authoritative or thematised in teacher training and further education in Germany. Even the professional pedagogical training of the instructors does not teach these types of skill.

Specialist literature has pointed out the necessity of acquiring counselling skills for several years now (see Silke Hertel, *Counselling skills for teachers: Skill diagnostics, skill promotion, skill modelling*, 2009, also see the analysis of *Learning guidance in schools* by Mara Gerich, 2011, which refers to the general lack of counselling skills in schools and teacher training).

At the present moment, external counsellors are being used as part of the OloV strategy in schools as well as social educational specialists as part of the training in external centres and counselling skills are a prerequisite here but are frequently not precisely defined in the job descriptions. No mentions regarding the quality of the counselling skills can be found in the public advertisements placed by the employment agencies (for instance: systematic counselling as a component of the profile requirements for social education specialists).

The study programme for teacher training does not list any obligatory courses for studying for teaching posts (vocational training) that relate to counselling skills.

The statements made here also extend to the acquisition of special key skills in the professional teacher groups, especially vocational training teachers and company instructors. Here we differentiate between educational sciences and sociological training courses, which deal with academics together with inter-cultural sensibilities and cultural identities and the specific training for the mentioned professional groups, which, as our research shows, is not offered within the university framework.

By contrast there are offers for inter-cultural training counselling through the use of external providers in teacher training. A good example here is that there exists the option of teachers acquiring an "inter-cultural trainer, coach or mediator" certificate that is sponsored by ESF grants as part of the *IQ-Networks*.



6. Implementation of key competences entrepreneurship, intercultural awareness and personal skill in VET in VET curricula in your country

Inter-cultural training and educating as an interdisciplinary educational principle is specified in the teaching syllabus for interdisciplinary / combined subject education in the general training and vocational training centre sectors. Inter-cultural aspects (e.g. inter-cultural skills as a key skill, inter-cultural teaching, the methodical 'change of perspective' principle, etc.) have been explicitly available for some years in the policy / social studies syllabus in vocational training centres. Introduction in the fields of learning contributes to transferability relating to methodical capabilities. Activity-orientated teaching is needed in order to be able to acquire, utilise and experience the key qualifications and different methods such as application-orientated experimental teaching according to the case method, simulation or project methods can be implemented within this concept.

In all of the framework teaching syllabuses for apprenticeships there is also information about the key qualifications required, however, they are normally orientated towards vocational training educators in the specific syllabus subjects on which the general framework is modelled. An example in the photography profession is the naming of the specific skills that can be attained:

The vocational training centres should also include general subjects and, provided that it is possible within the framework of the occupational subject, the core problems of our time, such as work and unemployment, peaceful co-existence amongst people, societies and cultures in a world that respects cultural identities, the preservation of natural living conditions as well as guaranteeing of human rights. The listed objectives are orientated towards the development of activity skills. This can be taken here to mean the readiness and capability of individuals to think correctly in professional, social and private situations as well as acting in an individual and social responsible way. Activity skills are developed in professional, human and social skill dimensions. Professional skill relates to readiness and capability based on specialised knowledge and tasks and problems that can be objective-orientated, correctly, method-driven and independently undertaken and the ability to evaluate the results. Human skills relate to the readiness and capability to clarify, think through and evaluate development opportunities, requirements and limitations in family, professional and public life, develop one's talents as well as life plans and to further develop as individual personalities. This covers traits such as independence, ability to accept criticism, self-confidence, reliability, sense of responsibility and duty. This also includes the development of moral values and a self-determined commitment to basic values. Social skills relate to the readiness and capability to create and develop social relationships, to note benefits and tensions and to understand as well as being rational and responsible-minded towards one another. This includes in particular, the development of social responsibility and solidarity. An integral part of both professional skills as well as human skills are methodical skills, communicative skills



and learning skills. Methodical skills relate to the readiness and capability to purposefully process tasks and problems on schedule (e.g. during the planning of the working steps). Communicative skills mean the readiness and capability to understand and organise communicative situations. This also includes your own intentions and needs as well as appreciating and understanding those presented by a partner. Learning skills are the readiness and capability to understand, evaluate and arrange information about issues and relationships in associated structures independently and together with others. Learning skills also include in particular the capability and readiness to develop learning techniques and strategies at work and away from the occupational field and to use them for life-long learning. Source: FRAMEWORK CURRICULUM for the photographer profession (resolution from the Culture Ministers Conference on the 12.02.2009).

7. Implementation of key competences entrepreneurship, intercultural awareness and personal skills in VET in VET trainer training in your country?

The statements in Section 5 also apply in essence here. Key qualifications should be thematised in the training of teachers and instructors, but virtually solely as an activity field in the interaction with pupils or between trainees. However, external further training providers should increasingly offer study seminars for future teachers as well as for all training actors.

8. Good practice examples or projects of 6 & 7.

Unfortunately, no recommendable projects are presently known or researchable.

9. Which good practice tools should be included in the tool box? Provide short descriptions and links

After comparing numerous best-practice youth projects we have compiled the tools frequently used for the psycho-social stabilisation of school leavers and young candidates for vocational training or trainees. Holistic clearing and counselling offers appear meaningful as they reach the major segment of the target group:

- Vocationally oriented and migration-sensible counselling of students, school leavers, school dropouts with inadequate start chances outside the public labour administration on a voluntary basis as part of a clearing house that is freely accessible to all actors
- Implementation and evaluation of the HAMET II or HAMET E (if necessary) profiling tests
- Creation of a network and support for the network partners: Reha vocational guidance from the employment agencies, youth and addiction counselling,

- debt counselling, psychosocial counselling, school social work, other district counselling offices, industrial placement and training institutions
- Accompaniment to court appearances and appointments
 - Organisation of activities with an employer (work placement)
 - Organisation of a smooth start to training through assistance from vocational training grants, sending out applications and making contact with project promoters in the councils (youth employment assistance, etc.)
 - Organisation of leisure activities with the aim of integration in a (new) peer group after taking into consideration the media behaviour
 - Help with organising the first home or with existing housing problems
 - Help with nutritional problems (overweight; psychologically-related eating disorders, etc.)
 - Advice and coordination support for young parents or single parents
 - Group offers whenever necessary: Prevention of violence, job application training, etc.
 - Round table for educational and psychological specialists who are involved in the counselling of young people.

http://www.bibb.de/dokumente/pdf/23505_Infoblatt_BiBB_2014_14_LAG_RZ_140414.pdf

10. Suggestions for reducing drop out and early school leaving

As previously described in Section 2, the number of school leavers correlates with the stability of training contracts. Forms of coaching can be approved for final year classes here as well as the implementation of existing strategies. The OloV strategy stands for “Optimising the local placement work for the transition from school to work”. Career path orientation starts in the 7th class in Hesse. Grammar schools come into the upper level of the study orientation. Skill determination, job application training, work placement, business studies and a visit to training, job or study exhibitions all count towards preparing the pupils for their choice of career. Institutions and specialists with different key skills participate in supporting the implementation of OloV: Schools work together with partners from industry, universities, associations, employment agencies and job centres. These strategies are all network-oriented as well as being dedicated to preventing double structures and they also enable instruments and strategies to be established for projects that already exist. At the present moment no relevant new strategies have been proposed for preventing dropping out from school.

Vocational training dropouts basically need better explanations of the requirements regarding apprenticeships and practical insights. This is realised by the OloV strategy. A mentoring service would be useful during the training, i.e. one provided by the employment agencies or the councils that provide psychosocial support for the trainees before necessary care is provided through the public labour administrators. Naturally, the strategies for assisted vocational training also apply here and their



conversion into a control instrument in the version in the third Social Code that will be discussed shortly.

One of the interview partners, Dr. Rupp (ZAUG, Gießen) proposed that the parents should be involved in reducing the drop out rate. Mr M. Körner (DGB Mittelhessen) recommends improvement of the qualification requirements of the instructor as well as an “improvement in the framework conditions, especially the working hours”.

However, the general vocational training conditions are a political training topic that can be included as a project recommendation if necessary. On the other hand this reflects the proposals from the other interview partners regarding the strategy of creating networks or social education mentors during the vocational training, which can be undertaken by the clearing house mentioned above.

11. Important knowledge, skills and competences of trainers and counsellors

- Specialised or branch skills
- Knowledge of the further education and vocational training sectors
- Social and educational pre-qualifications in youth counselling: socio-educational training with additional systemic qualifications
- Knowledge of establishing networks and working in a network
- Technological skills
- Methodical skills
- Social skills
- Presentation skills
- Sales skills
- Professional experience

C. Appendix: Interviews



Country report Greek

School leavers, neets, unemployment, measures to prevent

Unemployment

Unemployment is reflected in the latest figures published by the Greek Statistical Authority (ELSTAT.) The total unemployment rate in Greece during the month of September 2012, raised at 26.0% versus 18.9% in September 2011 and 7.5% in September 2008 - before the recent economic and social crisis. Based on these figures, in September 2012 the unemployed in Greece nearly approached 1.3 million people (1,295,203 people), while the number of employed in the same month decreased by 325,334 persons compared with the same month of 2011 and 872 532 persons compared with September 2008.

Among the unemployed the most affected **population is young men and women**, with a very high unemployment rate for the age group 15-24 years for September 2012 of 56.4% compared to 47.6% in September 2011 and 22.2% in September 2008.

Similarly, unemployment among women in September 2012 was of 30.1% from 22.3% in September 2011 and 11.2% in the same month of 2008.

Finally, in September 2012 the number of economically inactive population in our country, that is not classified as employed or unemployed, was 3,373,692, without, however, notifying significant modifications compared to September 2011 (3.373.409). It is also important that the number of these persons seems to remain constant -and even in a higher level- throughout the last five years, whereas the biggest part is between 15-29 years, who, due to an alarming increase of their numbers in the recent years -both in Greece, Europe and worldwide – are subjected to a sociological analysis under the name of NEET: "youth between 15-29 who are noT in employment, education or training."

Neets definition

The term NEETs (young people not in education, employment or training) relates to young people aged of 15-24 years not following any training process, training and employment, ie "absent" from each institutionalized care service of the Welfare State.

1. In Greece, 16.9% of the young population is excluded from the "working environment" being at the same time in an educational nowhere ". So Greece is placed in the top positions among the "EU 28 " as per NEETs population. Also we should mention that during the crisis the percentage of NEETS increased by 50%.

2. Although «NEETs» are not a new phenomenon, they increase constantly in number. Geographically they are mainly concentrated in the periphery, especially concerning the Member States of the European South. So it is obvious that this phenomenon is associated with the adverse effects of multilevel crisis in Europe and with the economic methods applied under these circumstances.

3. Women are the majority of the "excluded" youth, since 54.4% of Neets are women and 45.6% men.

4. Young people with low or medium educational level are at high risk of falling into NEET, as well as young immigrants, people with disabilities, young people with very



serious mental or physical health problems and those who have not a strong family background as well as in Greece and in all EU member states.

5. The family, is a vital social institution for Greek society, playing the main supporting role for NEETs, helping them financially and psychologically, to continue their efforts for a job while acting as a "safety box". Greek family is trying to limit -to a point- extreme emotional behavior for its members, which may lead to delinquent attitudes. This is probably a Greek characteristic which is missing from other European countries, but is not a controlling factor by itself to reduce "drop out".

6. NEETs in Greece appear extremely distrustful of the welfare state, while expressing deep distress about the political system.

Their basic priority is their integration into the labor market. They are less interested in their return to education or training since their expectations for effectiveness and more opportunities by education, training and employment are very low.

According to researchers at the University of Crete, the administrative regions of the country with higher concentration of NEETs are: a) South Aegean, b) Central Greece, c) Ionian Islands. Age is a factor of crucial importance. The vast majority of NEETs (87.5%) belongs to the age group of 20-24 years. The largest proportion, are graduates from lower (less) and higher (the majority) Secondary Education, and some of them have also completed tertiary education. So Greece is different from other Member States where the educational level of respective categories is low. Finally most NEETS become from families of low financial sources and their members have largely worked in the tertiary sector.

Characteristics and educational doubts

NEETs consider as cause for loss of their job and of school leaving the recent economic crisis. 26.2% of them are under long-term unemployment. The vast majority (87.5%) believes that education and training are not supportive at all in their professional rehabilitation. At the same time, a very large percentage, considers education completely ineffective given that training programs have been frequented only by a minority, producing a particularly difficult economic situation for youth of this category. While the vast majority of NEETS (76,1%) is in job search, very few trust and use the relevant state structures, (only 10.3% of them trust the welfare state). BUT they desperately seek an effective welfare state (rate 96.6%). As stress is part of their everyday life (54.6% of NEETS), the vast majority is planning to migrate either internally or mainly abroad.

Dropout Greece

When referring to dropout we mean early school leaving, before the end of obligatory education (including high school). In Greece the rate of dropout at this level, as estimated by a survey of the Ministry of Education, is of 14%, increasing very rapidly during the economic crisis characterizing the country in the last four years. Although this crisis is providing with huge disappointment youth it is deconstructing at the same time most of educational and professional institutions.



In Greece even in 2006 student leakage from vocational education and training was particularly high, 20.3%, (Pedagogical Institute, 2006, p. 184), while the percentage of school abandon in lyceum was much lower, reaching 3.3% (ibid, p. 109).

Youth, teenagers or adult, remaining out of education and labor environment is most exposed at a risk of long-term unemployment, poverty, delinquent behavior and maybe crime compared to other peers. It is clear that early school leaving might not be considered as "a personal choice," since literally the decision to abandon education at the age of 15 or even earlier is concretized upon social, cultural and pedagogical criteria. There are significant differences between regions with the highest school drop rate. They are recorded in Crete, Epirus and Central Macedonia (above 20%), while the smallest rate is notified in Ionian Islands (below 15%). The main causes of leakage, according to the survey of the Pedagogical Institute, is the low socioeconomic and educational level of the family in conjunction with student's participation in the family business or on an occasional full or part time employment in the tourism sector. But even after finishing school, youth may learn the hard face of unemployment. The proportion of youth aged between 18-24 who drop out education, is higher in Greece, than the EU average and slightly lower than the respective rate of Italy and Spain.

Who and why become early leavers?

Figures speak by themselves. Young leavers are mostly men, of low socioeconomic level, belonging to vulnerable groups (such as immigrants) or having learning difficulties. The percentage of students choosing professional education and training, (instead of college) varies between regions, presenting varying between 20% and 34%. The geographical diversification between students preferring professional or general lyceum seem affected by a number of factors, such as the structure of employment by region, living standards, education level of parents, accessibility in school etc.

Among students deciding to pursue with professional education in secondary studies, eight out of ten prefer the professional high school - EPAL, while only two out of ten choose the professional schools - EPAS, (combining theoretical courses with professional practice in enterprises). The average is of 17% at the country level and between 10% and 26% at regional level. The EPASchools apprenticeship of the Employment Agency, (OAED) attract many more students compared to EPASchools of the Ministry of Education, since Employment Agency provides graduates with better job perspectives due to the applied apprenticeship system.

Decisive role in the possibility of professional education and training methodologies to attract more young people - both in general and in relation to specific specializations - have institutionalized professional rights. For instance while the construction sector in Greece during the last decade have experienced major growth, relevant specializations in EPAL schools were underactive due to the lack of institutionalized professional rights for craftsmen of medium and low-level qualifications. Although several crucial specializations required increased knowledge and skills and well trained people to employ, the recognition of professional rights together with their institutionalization were considered absolutely necessary, (p.g. blacksmiths building, builders, metal construction craftsmen, carpenters, cabinetmakers, etc.). There are more professions without institutionalization of their professional rights - such as bakers, confectioners,



butchers, cooks, tourism workers, etc. keeping youth away. In all these occupations increased needs in personnel are mainly covered by non specialized workers. Instead, we observe that in areas where institutionalized professional rights dominate, such as hairdressers and plumbers, there is strong demand for educational services (Pedagogical Institute, 2006, p. 150).

Causes dropouts

- a) Most researchers agree that in Greece the existing educational system, is functioning in a difficult way being responsible for creating and maintaining those conditions that lead many young people in their exclusion from their further education. The social and economic inequality, their familial background, the educational capacities and perspectives for the wider society are not the only reasons responsible for the "rejection" of the less favored youth. Of course they have a very important role to play but we must have in mind that with a rotten "safety net" of the system, social and professional inequalities are maintained and reproduced by diffusing all these problems in education and training.
- b) Regarding the causes that lead a large proportion of youth in early school leaving, some of the following causes prevail: the need for work when poor familial income, low school performance combined with low self-esteem, provocative relationships with their teachers together with their indifference, bad relations with family environment, indifference of their relatives, dissatisfaction of youth for school courses and their perception that the educational system does not provide them with the right skills for their future professional life.

Common belief of students surveyed for our study is that the school did not try to cover their needs. When students feel frustrated by the current educational system and when the system itself rejects them, we can only talk about a major problem persisting and requiring immediate resolution.

- c) It is becoming increasingly apparent that there are strategies and methods to address the problem of dropouts as of a clear and common perception from everyone interrogated for the survey. Also very often responsables of official institutions mention in their interviews the existence of voted and commonly accepted methods preventing dropouts but remaining inactive.

The Greek state is trying to encourage youth participation in vocational education and training by providing incentives to individuals, vocational education and training organizations and institutions. Those might be of regulatory, economic or other form. Their aim is to increase participation in vocational education and training, to prevent school dropout and remove geographical, sectoral and institutional barriers. Nevertheless results remain weak due to the difficult situation in which the labor market is.

Important subjects such as the identification of school leavers, and motivation to continue their studies result from the study needing to be improved. Although there are



people concerned and puzzled by the above mentioned situation willing to contribute with their assistance and personal job, they are neither given the right incentives, nor the necessary equipment to do so.

Starting point of the problem

Factors such as poverty, economic deprivation and compulsion, lack of basic means for a dignified life create a negative background for school attendance. At the same time, drop out is influenced by a number of factors such as school failure, poor performance and overcome of learning difficulties, impersonal and cold relations deriving of the educational system, family educational capital, the social environment, the level of cultural and spiritual development of a region, manners and habits characterizing specific groups, social stereotypes, and last but not least gender discrimination.

Problems start in the private environment of school cell where are identified students' problems and concerns to be notified subsequent to the administration. Legislative reforms in the name of equal opportunities in education, have a low impact when ignoring the real needs of students adopt procedures not reflecting the real problems revealed only within the school itself.

According to students early school leaving should not be considered really as their own conscious choice, but as an impulsive response to their "persecution" imposed by the educational system. It creates inseparable conditions for them to overcome by themselves themselves. Although school has not convinced them that a good professional future can be ensured, perhaps a weak but available intention of theirs to continue their education could be strengthened deserving all necessary incentives to be developed.

Keeping people in basic and professional education cannot be solved exclusively with educational measures. It is related with the development and strengthen of cooperation between companies and universities, cooperation between companies and subsidized programs, ensuring a minimum basic salary together with the appropriate guidance at school. For instance when a family has not money to feed and warm its members what would we say? Do not send your children to work?

Measures to prevent dropouts

Where all these young people are? Given that in Greece obligatory education is up to the age of 15, even today, neither our formal education system nor local self-governing mechanisms have developed a specific policy to prevent drop out, aiming to tackle and hit school abandonment at a very early stage. Furthermore, there is a significant deficit in mapping social paths followed by all early school leavers, resulting to a complete ignorance of what are doing and where are going after.

Traditionally, leaks from school system were directed to agricultural and livestock activities in rural areas, or to tourism services on islands and in more technical jobs through apprenticeship alongside a skilled artisan in cities. But today things are even more complicated taking into account the high degree of multiculturalism characterizing big urban centers.

There is also a most cruel and revolting picture of our societies: street children, victims of trafficking, children victims of sexual exploitation reminding us all, that alongside with the family, **school is and should remain** a place for children till their adulthood.



Necessary is also the enhancement of technical and professional education and training in Greece, as it is often requested by many young people being an optional choice for who desiring to pursue with technical professions, as well as a forced solution for weak students. It is requested by many of them to harmonize the functioning of technical schools to the students' workload while working, and the adaptation of the educational curriculum in order to meet the requirements of each acquired skill.

On a diploma level, necessary administrative procedures and professional perspectives should be elaborated guaranteeing an equivalent diploma with those of the general lyceum (EPAL), considering that a comparative approach between diplomas proving an inferiority of technical – professional education would be destructive. Consequently, diplomas obtained in professional schools should not be degraded over the corresponding bacculaureate in general education (which probably contributes to the emergence of higher leakage rates in professional educational - training) upgrading practically and social conscious about professional education and training.

At secondary school level

But it is not only the curricula of these professional schools to be adjusted, and the respective high schools. Some students expressed their dissatisfaction with the type of courses offered, resulting in their inability to attend and increasing their indifference. Along with the redevelopment of courses and textbooks, it is suggested the enrichment of teaching methods with activities more accessible to students aiming to engage the most "weak" or "indifferent" students avoiding their exclusion from the educational process. The "teacher-centered" teaching methodology can only intensify existing learning inequalities in the classroom, while the adoption of innovative and interactive methods can compensate to some extent the low educational capital of some students. This is the most appropriate methodology to reconsider partly the phenomenon of private lessons besides the school hours (private or group courses to strengthen students capacities increasing the possibilities for successful result in university's exams or other), who have taken excessive proportions in Greece. This approach will reduce the inequality characterizing the current educational system. It is certain that the current educational situation affects lower social groups, and contributing to the premature exclusion from the education of youth with fewer opportunities not socially or economically privileged.

In fact it is extremely useful and necessary, the placement of psychologists or counselors at each school to more easily identify students who need extra support and prevent effectively leakage and school failure. But schools staffing (with psychologists) is difficult and expensive for public schools. On the other hand lack of relevant specialists is dissuasive for parents who are reluctant to accept the need for assistance (psychological help) for their children and in a second place for themselves, also because of prejudices related to this issue.

So they will never solicit help to specialized bodies outside school, with or without pay, considering to protect their children from the social "stigma" they will suffer if disclosing the "problem". In contrary, the existence of a permanent advisor in school overcomes such fears and inhibitions and facilitating specialists to get closer to parents and students.



Once more we are in front of the creation of two categories citizens, given that for private schools the prevention of drop out is based on institutionalized measures well financed, such as communication with parents, psychologists existence within the school, existence of social workers within the school, innovative teaching methods, continuously upgraded equipment, continuous monitoring of students. **For public schools, similar measures are very difficult to find due to financial difficulties, the difficulty of communication with students' families, the failure of the responsible public institutions, the inability to impose sanctions.**

Bigger availability of funding enriched with the implementation of regular surveys in both high and primary schools, in collaboration with the regional Directorates of Primary and Secondary education in each periphery together with relevant experts could help in the adoption of dropout countermeasures. It should be stressed the need to strengthen the role of executive staff / experts working for education at a public administrative regional level, by sustaining innovation and a better remuneration policy, because their position allows them to closely follow procedures and results in private and public schools being the intermediaries between regional schools and the Ministry of Education. The collection and use of statistics for schools belonging to their jurisdiction, would be much more effective if it were methodically and regular rather than in response to individual research efforts.

At primary level

It is imperative to institutionalize teachers and directors awareness regarding dropout. Beyond data collection and their promotion to the appropriate officials of public bodies, it is necessary to closely monitor absenteeism, but also the detection of relations of teachers with pupils of school.

A close cooperation between the responsible of the classes should be strongly recommended and realistic, as they are responsible for monitoring the absences and reporting them to school responsible, as well as all problems arising in a class so that parents may be informed. The cooperation between teachers in schools (and outside of this structure) is also important, alongside with the councils of the classes, upon the opinions of primary school teachers surveyed on the subject.

Because most problems are addressed and resolved within the school, it is an absolute precondition the prompt awareness and close cooperation among the members of each school.

Teacher's role in drop out

Teachers' role in public schools is of limited possibilities due to the institutionalized framework that determines education and training, putting it under highly risk conditions and creating a big contradiction with his civil servant conservatism, both in the administration of public schools and his instructional level. The enlargement of the role hinders also the lack of seminars on handling such situations.

Mostly for public schools prevails the need for training and education of teachers in counseling issues and updated pedagogical training methodologies for all of them to meet the youth demands. In Greece also the complexity of the modern society, the



undoubtable difficulty to work in groups, the incapacity to communicate with mature adults for their concerns in school or family influence youth temperament and behavior. To upgrade teacher's skills and capacities will both serve the support students, contributing to a more appropriate evaluation. That would be a step towards an overcome of outdated notions that lead to misjudgments and dangerous categorizations such as "charismatic", "not good" or "bad" pupils. Besides, educational structures role, (school, teachers, administration, specialists etc) is not limited in providing knowledge and skills development, but also to "contribute to the overall harmonious and balanced development of the cognitive and psychological capacities of pupils, in a way that regardless of sex and origin, they are able to be developed into integrated personalities and live creatively, "as has been designated by the Greek Ministry of Education, Law 1566/1985.

As already mentioned it is important the adoption of alternative teaching methods promoting the active participation of all students, regardless of learning level. This can be achieved by implementing instructional interventions based on collaborative teaching and the use of new technologies, with appropriate educational software according to different specializations activating all students.

Also, the development of parallel activities in the form of "projects", are meant to promote the activation of capacities in new sectors in which new talents would be revealed and developed concerning students disliking conventional study. Therefore the assumption of roles and initiatives from students is effective, while their interests is raised and increased together with their self-esteem (a very important factor in school performance of young people) by learning to manage their relationships.

Finally some of the pedagogical practices to prevent dropout can be seen below:

- Early identification of students at risk of school failure and discontinuation of school
- Utilization of supporter - consultant (advocate), in schools
- Innovative teaching practices - Special assistance and capacities enrichment for increasing youth participation in the educational process
- Special assistance and reintegration programs in the educational process and in school environment
- Personalized educational and social encouragement and assistance
- Guidance for learning linked to youth's future employability path

But under the recent crisis new environment, loss of jobs, reduction of teachers' salaries and public servants remuneration all above is very relative depending on a personal attitude, perception and conscious.

Parent's role

From the parent's perspective, there is always perspective for changes and suggestions, as they are the main factor to raise youth's self-esteem. We should not forget that youth need to be strengthened, rewarded and approved or admired by the family environment in order to develop harmoniously. The image that a family builds for student greatly affects school performance and evolution. Parent's interest of their children must be expressed making them responsible for their children's school follow up and present at school.



Parents must often meet with teachers to get informed and exchange information creating and maintaining an effective communication with school environment which can act proactively addressing many problems, such as: drop out from school, absences, aggressive behavior, lack of sociability, bullying, factors threatening youth. It is necessary to set up continuous feedback both sides parents and teachers so to be able to better support youth, even more to may be referred promptly to a specialist or consultant. Finally, parents should listen to the needs of their children, to discover their talents, to accept and support their choices regarding the type of studies they want to pursue. Students are formed and integral personalities having their own desires, perceptions and personal goals that would be respected by their familial environment. If they are forced to act under pressure without following their choices, they're more likely to fail.

The social crisis and the school abandonment

Today, in our neighborhoods, yards, and towns in our villages, 1 in 10 children abandon school because of economic crisis, to boost the family income. The "expected and never coming development" makes things more difficult. Children, and youth leave their studies to work and after a working unpaid practical experience, they are again outsiders of the labor market. According to our survey, about 150,000 youth left school in the recent years because of the financial crisis. But 60% of children school leavers remain unemployed **becoming NEETs (not in education, employment or training)**. The recent economic and social crisis, due to which Greek society were forced to admit problems existing even before, found the country in the middle of increased social and psychological problems destroying much of its structures from both sectors, to mention crabbed relations between parents and children. What we mean? The rate of suicides is bigger with more victims among males, depression is largely increased producing problems in the communication between parents and children or making them more intense. Parents not only cannot supervise and monitor their children's progress but very often they do not want to.

In a difficult age of 15-18 years children feel even more abandoned, dominated by feelings of anger. Education has neither the means nor the capacity to respond to an angry behavior of new "droppers" who now demands more and more to fill the gap of parental abandonment that put them in a weak position combined with the corresponding gap of school failure and neglect. Two poles that must prevail among young people at least until the age of 24 cannot operate: school and family, neither complementary nor alone. Neither public mechanisms can be supportive, guiding youth by setting limits (school - education - training), nor the family cell can fill the deficiencies in school when parents can not be consistent in their behavior towards their children, incarnating the symbols youth so desperately need.



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Country Report Italy

including
Data and Literature Research and Interviews

Initial position

Early findings of a Europe-wide Cedefop study of the effect of vocational education and training (VET) on the dropout rate reveal that this effect is largely positive.

In countries where vocational pathways account for a large share of education and training, rates of early school leaving are below the EU target for 2020 (10%). Conversely, in countries where VET lags behind, the dropout rate is higher than 10%; in some cases, significantly so. The situation of early leaving is largely VET's to solve: early leavers between 16 and 24 who return to education typically choose vocational options.

Data on early school leaving and rates of young people not in employment education or training illustrate the difficulties young people face in today's world, as well as the economic and social consequences of their being cut off from the labour market and education. They also underline the importance of keeping young people in education and training.

Between 2008 and 2013, the proportion of young people aged 18 to 24 not in employment, education or training (NEETs) in Europe increased from 14% to 17% due to the economic downturn. The rate of NEETs aged 18 to 24 varies widely across Europe. Italy (29.3%), Greece (28.6%) and Cyprus (27.1%) have the highest rates and an upwards trend, while the Netherlands (6.7%) and Luxembourg (6.7%) have the lowest levels.

Young people who leave school early with only low levels of education are more likely to be NEETs. In 2013, across the EU, nearly 5.5 million young people between 18 and 24 years old had not finished upper secondary education and were not in formal or non-formal education and training and not working. Even if they are working, younger people with only lower-secondary education are more likely to be in insecure and low-paid jobs.

Growing demands for high skills and qualifications mean that upper secondary education is increasingly regarded as the minimum attainment level for young people in Europe. Young people leaving education and training prematurely lack crucial skills. They run the risk of having serious and persistent problems in finding and keeping a job. **Young people not in employment, education or training are at higher risk of social exclusion. They have a lower level of interest and engagement in politics and lower levels of trust.**



This study gives an **overview on the current situation in Italy**, asks about integration of key competences in VET curricula and focuses on good practice examples to support the implementation of new projects and the further development of existing projects to help young people in staying or entering the labour market.

This report also includes the **summary of some interviews** with stakeholders and experts for the work with young people added directly to the chapters. The statements of the interview partners are highlighted in italic type.

Definitions

Drop-outs are young people who quit their education (school or VET) without reaching the certificate. There is no statistic if they are able to enter the system and start another education or if they stay unemployed.

Early school leavers are young people between the age of 18 and 24 who have no further school degree (just compulsory school) and are not participating in any VET education or other educational systems. This is the group we focus on in this study. Both phenomena are closely related and are often treated equally in studies and projects.

1. What is rate of VET students and drop outs of VET in Italy?

Italy has high numbers of young people participating in initial vocational education and training compared to the EU average. According to indicators compiled by Cedefop (the European Centre for the Development of Vocational Training), in 2012, 60% of all upper secondary students in Italy were vocational students, above the EU average of 50.3% and higher than in Germany (48.6%) and France (44.6%).

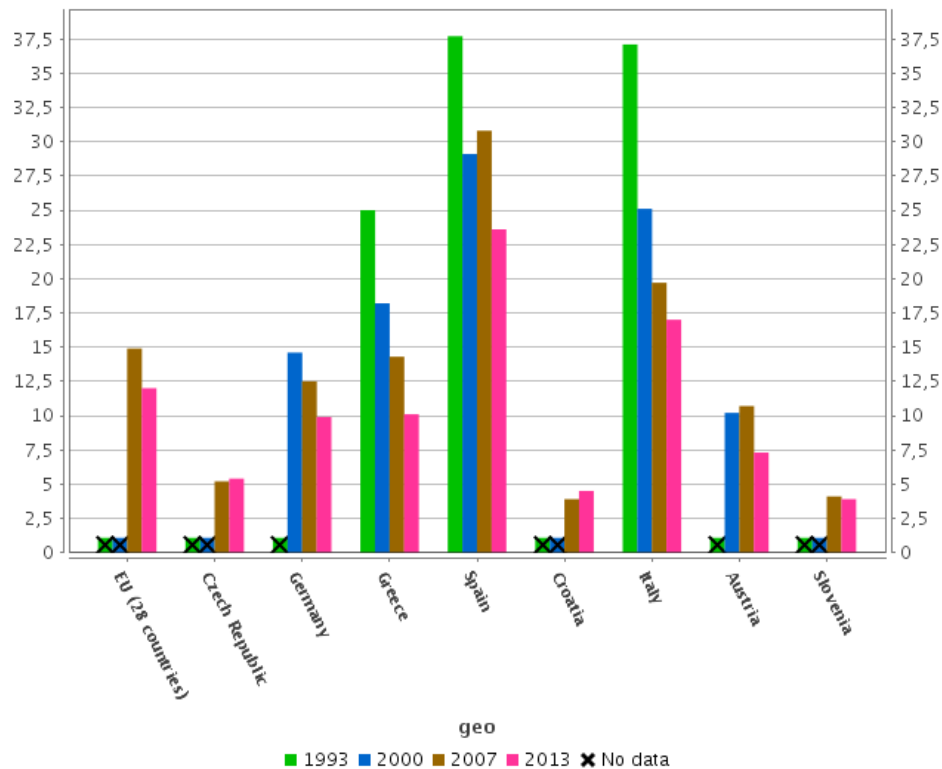
There is growing evidence that young people on high-quality apprenticeships and internships are more likely to acquire useful skills and attitudes to find suitable work and it seems from the data that upper secondary vocational graduates have better job prospects than general education graduates. The employment rate of upper secondary vocational graduates aged 20 to 34 in Italy is 74.6%, some 7.8 percentage points higher than for upper secondary graduates of the same age from general education.

In contrast, data for 2012 show that Italy had only 6.6% of adults aged 25 to 64 participating in lifelong learning. This is higher than in France (5.7%), but lower than in Germany (7.9%) and in the EU as a whole (9%) and well below the European average target of 15% to be achieved by 2020.

Early leavers from education and training

%

Total



Source of Data Eurostat

Last update: 20.01.2015

Date of extraction: 21 Jan 2015 10:45:26 CET

Hyperlink to the graph: <http://ec.europa.eu/eurostat/eurostat/tgm./drawGraph.do&init=1&plugin=1&language=en&code=tsdsc410&olbox=legend>

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General Disclaimer of the EC website: http://ec.europa.eu/geninfo/legal_notices_en.htm

Short Description: Early leavers from education and training refers to persons aged 18 to 24 fulfilling the following two conditions: first, the highest level of education or training attained is ISCED 0, 1, 2 or 3c short, second, respondents declared not having received any education or training in the four weeks preceding the survey (numerator). The denominator consists of the total population of the same age group, excluding no answers to the questions "highest level of education or training attained" and "participation to education and training". Both the numerators and the denominators come from the EU Labour Force Survey

Code: tsdsc410

In the following graph it is possible to see the Italian dropout rate compared to EU average and other project's partners countries:

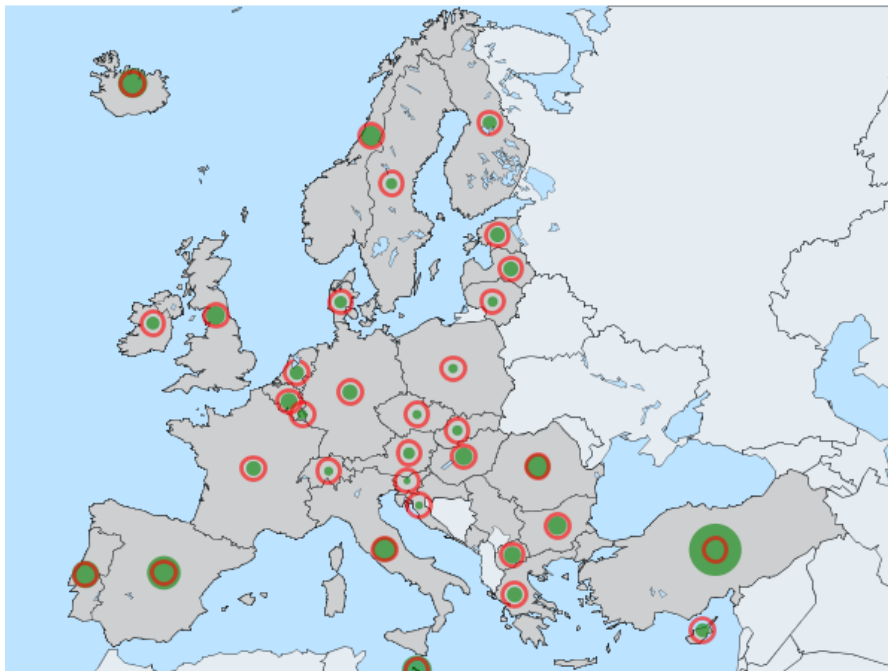
Whereas this table is showing the situation in 2013 of others EU countries compared to Italy:

Early leavers from education and training

% - 2013

Total Total

Based on a comparison with: Italy



Legend

2.0

0.9

0.2

Minimum value:0.229 Maximum value:2.206

Source of Data Eurostat

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Last update: 20.01.2015

Date of extraction: 21 Jan 2015 10:35:00 CET

Hyperlink to the map: <http://ec.europa.eu/eurostat/eurostat/tgm/mapToolClosed.do?tab=map&init=1&plugin=1&language=en&pcode=tsdsc410&toolbox=legend>

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Code: tsdsc410

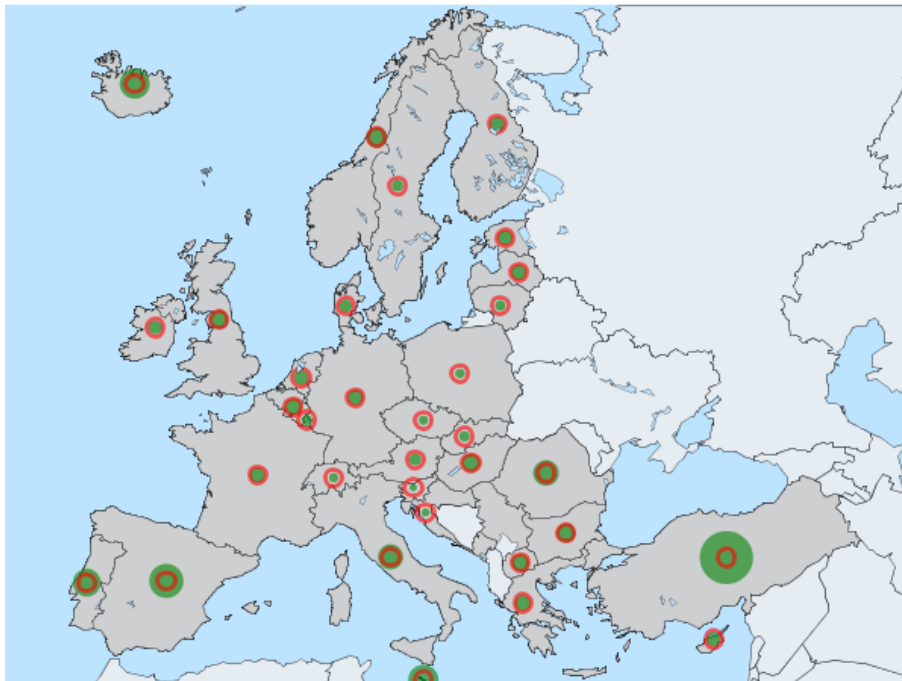
And in this table it is possible to look at the same data compared to EU average in 2013:

Early leavers from education and training

% - 2013

Total Total

Based on a comparison with:EU (28 countries)



Legend

3.0

1.0

0.3

Minimum value:0.325 Maximum value:3.125

Source of Data Eurostat

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Last update: 20.01.2015

Date of extraction: 21 Jan 2015 10:37:12 CET

Hyperlink to the map: <http://ec.europa.eu/eurostat/eurostat/tgm/mapToolClosed.do?tab=map&init=1&plugin=1&language=en&pcode=tsdsc410&toolbox=legend>

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Code: tsdsc410

In Italy the most recent data on school early leaving show how serious the phenomenon is, though the number of dropouts has in the last few years overall reduced. On a



population of over 2.279.000 students, the total amount of those attending formative courses was 2.165.735. Among these, students attending Lyceum were over 744.000, those attending Technical Education were 627.000, while and those attending Vocational Education were 367.795. Moreover, 104.521 students aged 14-17 were still attending Lower Secondary school, while those attending VET courses were over 115.000. As for the Apprenticeship, training students were 5.308. In terms of school leaving, instead, the total number of dropouts in 2012-2013 was 113.799, equal to 5% of the students aged 14-17 residing in the country. Concerning the regional distribution, North-east Italy showed a low percentage of dropouts (2,1% of population aged 14-17) and a high participation in VET courses (10,9% of the population); in South Italy, instead, data on school leaving were consistent: 42.176 students who left the training paths in 2010-2011 represent 37,1% of the total dropouts in Italy. In particular, in Region Campania, 22.733 dropouts (8,1% of regional population) represent 20% of the domestic amount. In

Sicily data were considerably high as well: 15.548 dropouts, represent 6,8% of the regional population, and equal to 13,7% of the total national dropouts. In North-west of Italy data were high as in the South: 27.479 was the total of students who left the school, equal to 24,2% of the national amount. In North-east of Italy, instead, data were quite positive: only 8.442 students left training paths, equal to 7,4% of dropouts at the national level. The most considerable data of school leaving came, therefore, mainly from the southern area: Islands (6,8%) and South Italy (6,7%).

2. Data on when, how and why drop out occurs?

Among reasons and factors that influence the decision to discontinue VET, it is possible to define two groups: those factors (reasons) usually related to early school leaving in terms of social-economic-cultural factors (indirect factors) and school system-related factors (direct factors).

With particular concern to the second group, i.e. the educational/training context, some dysfunctions works within the system by autonomously causing school leaving. This may include: the incompetence and/or the inadequacy of the educational structures; delay in teachers designation; teachers turnover; lack of school integration; discriminatory behaviour by some teachers towards lower classes. In addition to that, didactic work also plays a fundamental role in school leaving: **traditional teaching (explanation/study/testing) does not fit any pupils' needs.**

Several surveys showed that the use of more innovative didactics (IT tools), which implies building the knowledge rather than the indirect acquisition of knowledge, are,



on a large scale, much more effective. In fact, it is showed that innovative teaching tends to encourage internal reasons to learn, rather than the acquisition of marks only, and includes evaluation tests that bring to an assessment feedback of the overall work of the student, regardless the achievements of the initial goals agreed by the teachers at the beginning of the learning path.

The focal point is, therefore, the **self-assessment capability** of the student that may strongly affect his/her character and behavior and his/her personal potentialities and ability to put to use them. **Frequent failures bring the student to consider him/herself “unable” to achieve any result**, by generating uncomfortable behaviour which, together with other factors, may cause deviance acting, loneliness, exclusion, apathy and, as a consequence, early school leaving. The school often faces with great difficulties the students’ needs, so that recurring to a more innovative and effective didactics, and strengthening the guidance and counselling activities during the school time, may help the educational structures to reduce the phenomenon.

Other elements often contribute to foster school leaving; and particularly:

- **Personal reasons:** dropout may depend on an individual choice: In relation to several surveys carried out at the national level, in many cases many students stated that dropping out the school depended on a personal choice (exclusively or mainly) and not necessarily as needed. A new data seems therefore to emerge: students do not give external factors the responsibility of dropping out the school; on the contrary, they undertake themselves the choice of interrupting or not continuing with the learning path, though sometimes their personal choice may be influenced by external factors such as the judgment of the teacher towards a student and his/her “not being able” to attend a learning experience, and/or the opinion of the student’s family that does not consider particularly serious the choice of dropping out the studies. In addition an important role is also played by the **general confusion and disorientation experienced by the student regarding his/her future**. This may refer to the formative choice to be made and to the way of building a professional career and, more in general, to the goals to be achieved during the course of life;
- **Age:** students mainly leave the school at the beginning of the first school cycle (Lower Secondary school – age 14), though dropouts do also occur during intermediate years of any other school cycles;
- **Irregular school attendance:** frequent repetitions or interruptions of the school path represent a necessary, though not sufficient, condition for dropping out from school; this factor is though significant when linked to a lack of culture and/or to the family context;



- **Social exclusion:** a consistent part of those dropping out from school, experience life conditions affected by school marginalization, economic deficiency, lack of culture and affection; this makes particularly difficult to find out interventions and measures aimed at rescue the young subject. The social exclusion, together with school failures, brings to a deficiency in social and cognitive competences, by reducing the way of self-development and increasing, instead, communication and relations difficulties.

3. What coaching and counselling services for young people are there in your country? How do they access people? Evaluation results?

As early school leaving is influenced either by individual reasons and family conditions (internal causes) or the socio-economic context of the country, where disadvantaged people are pushed out from the labour market and from the institutions; it is important to assess all the factors that play different roles when implementing a strategy that should be an integrated mix of politics, tools and practices. Generally, the policy lines set out at the national level are supposed to produce direct effects on the macroeconomic context, whereas the practices defined and carried out within the local areas should produce direct effects towards the targeted families and students at risk of dropping out.

Therefore, Italy is focussing on taking effective and long-term measures, emphasizing strategies that integrate prevention, action and compensation, consistently with social and labour policies, and by establishing a closer link between local governments and territorial services.

In general one of the major measures Italy has undertaken to contrast early school leaving is a redefined and more enlarged provision of education and training pathways. The national framework of Upper Secondary education has been completed with the Vocational Education and Training system becoming fully operational (with the three-year vocational pathways and the four-year vocational pathways).

As regards the VET pathways, the definition and then the wider range of minimum training standards set forth, have been of paramount importance because the technical and vocational skills of 19 professional profiles have been highlighted (State-Regions Agreement of February 2009). These have been later reviewed, so as to reach 21 vocational qualification profiles (three-year length), as against 21 vocational certificate profiles (four-year length) resulting from the State-Regions Agreement of April 29th, 2010, and covering the first year of implementation (2010-2011) of vocational education and training pathways.



The implementation of IVET system has been realized on 2011, through the State-Regions Agreement of July 27th, 2011, which covers the necessary acts for the transition to the new order of Vocational education and Training pathways, and through the State-Regions Agreement of January 19th, 2012, concerning the integration of the Repertory of Professionals National Referral Education and Vocational Training. Making VET more attractive along the last few years constituted an indirect preventive measure to reduce early school leaving.

In particular, promoting **workplace learning** (work-school alternance), **internships** and **work-experiences**, played a fundamental role in IVET courses (three and four-year regional courses).

Anyway, the most important measure that contributes to reduce early leaving from education is the "**Apprenticeship for the qualification and the professional diploma**", aimed to young people aged between 15 and 25 years of age allowing apprentices to fulfil the compulsory education or to acquire a professional diploma. Furthermore, several Regions have set up **specific courses for disadvantaged people**, especially for young drop-outs and disabled students (14-17 year olds). These courses last generally one or two years and are very flexible and personalised from the didactical point of view but do not lead to nationally valid qualifications. Particularly, disadvantaged young people, for instance those who live in poor suburban areas, can attend the so-called "**second chance schools**". These are organized by state schools but their curricula and approaches are very different from the traditional ones, as they seek to attract dropouts through a range of innovative activities including film and photography workshops. These schools lead to first and/or second cycle school certificates.

4. Stakeholders responsible for setting up and financing coaching and counselling services of young people?

The National Operational Programme (NoP) "Competenze per lo sviluppo", under the funding of the European Social Fund), or the National Operational programme (NoP) "Ambienti per l'Apprendimento", funded under the European Regional Development Fund, contributed to the design of an overarching strategy aimed at reinforcing the educational system in general. The actions carried out within this strategy have been considered as the preliminary step to carry out any kind of planned interventions on the territories. More in details, as concerns the NoP "Competenze per lo Sviluppo":



The Objective F was entirely devoted to the financial support of the initiatives and projects aimed at promoting “successful education” in schools. These interventions provided an important mainstream of the actions put in place and a strong multilevel governance, as they addressed very disadvantaged pupils and families, living in areas where the social and economic situation need a special public intervention; a great part of this actions also targeted the families of the pupils/students at risk of dropping out.

The Action C3, “LE(g)ALI al Sud: un progetto per la legalità in ogni scuola” projects funded and carried out within this action aimed at fostering the concept of active citizenship among pupils and young students in the southern regions schools of Italy, by spreading a culture of legality and respect of state institutions and operators (especially teachers and schools operators); other important aspects of legality were reinforced at the meantime, such as the respect of human rights. The methodology adopted to carry out these projects led to a very close cooperation with all the actors active on territories in a view to link the issue of legality to the active living and experience of young students; for this purpose, those projects required a specific and preliminary partnership agreement between the school institutions dealing with preventive measures and other public and private institutions dealing with transversal dimensions of legality (sustainable development, human rights, and etc.).

Among the national policies outlined, an extremely important contribution to reduce and mostly to prevent early school leaving, came from the definition of a “National Plan for Guidance, Counselling and mentoring: strategic incentive for a successful education”, promoted by the Ministry of Education, University and Research through the Decree Nr. 43/2009. The central authority, after nearly 30 years of unsuccessful pilot experiences directly carried out in disadvantaged areas, decided to revise the whole set of policies devoted to guidance and counselling by empathizing the importance of the “single person” as the principal goal to plan a measure against dropping out from school. In this perspective, not only the actions targeted at rescue the students at risk of dropping out are taken into consideration, but the lifelong guidance dimension seem to be the right tool to be valorised in the ordinary didactic activity. Having considered that, the focus of policies shifted from traditional guidance services (aimed at rescuing the dropouts) to preventive guidance support. On the other hand, this change of paradigm represents a big challenge in the new society and in the new world economy: the concept of human capital and the necessity of investing in the modernisation of education and training systems, through investments in research, knowledge and valorisation of skills and competencies become the essential framework for putting in place any guidance and mentoring activity.

The right to a successful education is assumed as transversal factor which determines a great impact in individual life, not only in terms of career management. The Ministry



developed the National Plan for Guidance and counselling for lifelong learning, stressing the need to provide preventive guidance and permanent counselling services as the experience showed that the phenomenon of early leaving is also the result of a lack of guidance or a “bad” guidance intervention. The Ministry circular Nr. 43/2009, providing new guide lines for Guidance, ratified this renewed approach assuming the permanent perspective of **guidance activities, to be implemented as a transversal dimension within each curricula of the learning course. Teachers are the persons in charge of making this challenge easily understood and accepted by students and by their families.**

The integrated guidance model, as suggested in the guidelines, require a complex governance of the whole pathway by the actors involved at each stage. For this purpose, the guidelines envisaged the creation of a “Lifelong Learning Forum for Guidance”, where the key actors (schools, institutions, interinstitutional networks managing local development plans) could overcome the difficulties linked to the transition phase to the new model, through the planning of regular interregional guidance seminars, as an instance.

Furthermore, the Ministry Decree also provides the implementation of the following items as capital elements of new the guidance system:

- a focus on competencies, valorising the dynamic dimension of learning and with a clear link to the labour market needs;
- the implementation of a new didactic, targeted at making the students more autonomous, mainly through the acquisition of career management skills;
- an adequate training for teachers/trainers for making them aware of the importance of guidance and counselling activities, especially for providing support services for groups at risk (migrants students, students with special social or psychological needs, etc.).

5. Implementation of counselling competences in VET teacher and trainer training? Frameworks?

VET teachers' pre-service training is strictly regulated by the Ministry of Education. Universities provide teachers' initial training on behalf of the Ministry and in collaboration with the schools. Up to the recent education system reform (Laws n. 244/2007 and n.133/2008), the minimum requirements for obtaining a teaching contract (whether open-ended or fixed term) were an academic degree and a teaching qualification that could be gained either by sitting a state exam or attending a



postgraduate course for teaching in secondary education (Scuola di Specializzazione per l'Insegnamento Secondario - SSIS). However, the reform has completely reshaped VET teachers' pre-service training and recruitment procedures. As a result, SISSs have been closed and the minimum requirement to access the teaching profession is now a five-year academic degree (with restricted access) in a selected subject followed by a one-year traineeship (Tirocinio Formativo Attivo – TFA - Active Teaching Traineeship) in schools. This includes **face to face learning, workshop activities and practical work experience** in schools under the supervision of a teacher (tutor). The aim is to cover both content and methodological/didactic aspects within a specific learning environment.

During and at the end of the traineeship students are required to take theoretical and practical tests. The procedure through which they will be assigned a permanent teaching position on completion of the training path has not yet been clarified. More general, according to the reform, pre-service training of VET teachers should be aimed at strengthening their knowledge of mathematics, natural and physical sciences, as well as at improving their teaching, psychological, pedagogical, organisational and social skills. Special attention is also given to improving their languages and digital skills in compliance with the European recommendations. Teachers who wish to teach disabled people must attend a specific course of studies in formal education.

VET teachers' in-service training is not compulsory and not regulated by law but it is considered an individual right under the National Collective Work Agreement. Some training activities for VET teachers are provided by universities (Master courses) and public or private vocational training centres (specialisation courses). In addition, the Ministry of Education, in collaboration with the National Agency for the Development of School Autonomy (Agenzia nazionale per lo sviluppo dell'autonomia scolastica - ANSAS formerly Indire), promotes and organises updating or training courses for teachers in ICT. Among these, the most remarkable initiative is the FORTIC project within the framework of the National Training Plan for Computer and Technology Skills of School Personnel (Piano Nazionale di Formazione sulle Competenze Informatiche e Tecnologiche del Personale della Scuola). Its aim is to train teachers to effectively use ICT in daily teaching activities. The project includes both classroom-based and distance-learning activities and promotes new forms of interaction and cooperation.

IVET Trainers' pre-service training is not regulated at national level; there is no nationally recognised register of trainers nor formal recruitment procedures, except for public training centres for which a public examination is sometimes required. As regards access requirements to the training profession, the National Collective



Work Contract only sets minimum requirements: a degree or a upper secondary school diploma plus professional experience. In addition, it establishes that – regardless of the role played in the different training contexts (tutor, counsellor, trainer coordinator, etc.) - trainers should regularly participate in professional updating programmes either within or outside the institutions at which they work. At local level, the Regions and Provinces regulate the matter autonomously and some of them have drawn up a list of authorised training providers.

In the last few years, the revision of the accreditation system of training and guidance providers has triggered an important reform process in which human resources have been recognised as a key factor for improving the quality of the training system.

Within this framework, each Region and Autonomous Province established its own standards for trainers' training with a view to ensuring high quality public VET services. In particular, most of them chose to adopt stricter quality standards for the professional skills of the human resources. In this case, the quality of the training is ensured by the presence of qualified professionals. Private VET centres regulate the matter of trainers' training autonomously and do not have to respect specific laws. In the last few years, a specific university degree course for trainers has been set up (Scienze della formazione professionale - Vocational Training Sciences), although most of the trainers have academic degrees in various subjects (i.e. sociology, psychology, economics, foreign languages, etc.) and prior work experience is generally considered more important.

IVET Trainers' in-service training varies greatly and participation is discretionary. Activities are mainly promoted by the regional authorities and funded by the European Social Fund (ESF). However, in-service training is not widely spread across Italy and varies from Region to Region (e.g. in-service training services tend to be more structured in the Northern and Central Regions). The providers mainly belong to the private sector.



6. Implementation of key competences entrepreneurship, intercultural awareness and personal skill in VET in VET curricula and VET trainer training in your country

The demand for training has increased in comparison with the previous years. Following the introduction of support instruments for CVT (including Joint Inter-Professional Funds), the demand for continuing training has increased. However, training is still largely dependent on enterprises' needs and training initiatives are therefore unevenly distributed across the country and the different production sectors. Also the recent anti-crisis measures adopted by the Government contributed to expanding CVT provision as Joint Inter-Professional Funds can be used to finance targeted training plans. In fact, besides income support measures aimed at temporarily suspended or laid-off workers, the Government adopted a range of active labour policy measures, including compulsory short and medium-length training programmes that should enable people to recover **transversal and basic skills** (including languages and ICT).

In addition, the adults who have a previous VET background can access the IFTS system (the higher technical education and training system). These initiatives offer a range of pathways which provide young people and adults (both employed and unemployed) with sound cultural training as well as **extensive technical and vocational training**.

The Joint Inter-Professional Funds for continuing training are managed by both employers and the social partners to foster enterprises' development and boost their competitiveness. Each of these Funds is promoted by a specific private sectors (e.g: banks, commerce and distribution, different industrial sectors), and is managed by both social actors (employers and the social partners). These are jointly responsible for planning and organising the access of their employees to the training benefits, according to the rules established in agreement with the Ministry of Labour and the Regional Authorities. There are currently 22 funds; these are joined by 55.8% of all private enterprises (721 000 companies in all) and provide training for 66% of their employees (about 7 800 000). Micro-enterprises (with less than 10 employees) count for 83% of all joining enterprises.

The increase in CVT provision did not only affect enterprises that provide traditional classroom-based courses but also those that offer alternative learning activities. The majority of these training programmes dealt with **environmental protection, labour safety** and other content mandated by law. **Less common were training initiatives aimed at developing personal skills** or at training workers in the use of production techniques and technologies.



Other topics, such as accounting and high finance, personal services, transportation, office or secretarial professions, were far less covered. The providers vary and belong to both the public and the private sector. A particularly significant role is played by consulting and/or training organisations, while enterprise representative organisations and Chambers of Commerce make a minor contribution. Also machinery and software providers, as well as other enterprises and public sector training organisations, play a significant role, while school and university institutions are less active. The Survey on Knowledge in Enterprises also highlights that over the next few years there will be a wider gap in technical than in social skills.

7. Good practice examples or projects of 6 & 7.

a) TEAMCOACHING project and methodology

Logo



Website - <http://www.leonardo-teamcoaching.eu>

Methodology - TeamCoaching is an innovative training methodology which is geared towards teamwork. The participants take over different roles and fulfill various tasks in interactive teams. The training environment takes the form of a simulation of an organization or a business. The goal is to promote and strengthen employability and self-knowledge/personal development, as well as key skills such as cooperation, leadership responsibility, problem solving skills and entrepreneurial skills, etc.

Some educational goals of TeamCoaching:

- To increase employability
- Supporting integration into the labour market
- To develop a sense of responsibility and taking responsibility
- Personal development
- Self-confidence and gain self-confidence
- To become a team player
- To develop problem-solving skills
- To encourage initiative and creativity
- Communication
- Lifelong learning skills
- Etc.



Through the application of the TeamCoaching concept unemployed young people (or at social risk) deal intensively with their own personalities. This highly motivating methodology gives the participants the opportunity to explore skills and competencies themselves, and to activate hidden talents and potential, and further develop and strengthen the intrinsic motivation.

In the TeamCoaching project six European partner countries cooperated to find solutions for young unemployed people against the backdrop of rising youth unemployment and increasingly precarious working conditions for young people in Europe, especially in the partner countries.

The aim of the European "Transfer of Innovation" project "TeamCoaching" was the transfer, development, adaptation and dissemination at European level of the innovative training concept "Team Coaching". Together with educational institutions from Germany, Poland, Spain, Ireland, Italy and Austria (partner countries) the VHS TeamCoaching method was tested for transferability.

Implementation in Italy – a training program of 32 hrs, developed in 8 meetings. The TeamCoaching program was connected to existing postdiploma and master courses, developing transversal and key competences. It can be also adapted and developed in companies.

Video feedback from a training session:

<https://www.youtube.com/watch?v=X3HO01AtdUI>

b) LEG programme (Summer work experience)

Some educational and training goals - The programme aims to promote the connection between companies, local authorities and educational institutions during summer to support future professional choices and the transition phase after secondary schools, as required by Law Regional 12/2003 (Emilia-Romagna).

Target - All activities address students of Upper Secondary Schools attending the fourth year in direct continuity with the education they'll get during the last school year. LEG project allows young people to attend courses and workshops expanding and qualifying the level of theoretical knowledge / education and developing concrete competences. The LEG summer work experience aims to foster the connection between school and work through training workshops and on-the-job guidance actions, promoting:

- understanding of the concepts related to the jobs and production system;
- testing work environment (time, hierarchies, attitude, etc.);
- application of knowledge within a working reality

Methodology - The experience consists of a total of 5 weeks:



- 4 days of induction training – 15 hrs in training institutions (topics: health and safety in the workplace; behavior in the work environment; the characteristics of the labor market in the region, and rights / duties of the worker)
- 4 weeks of internship – 140/160 hrs
- 1 day dedicated to the final evaluation of the internship experience

Implementation - The internship is planned according host company needs, the company will pay a pocket money of EURO 400 for every participant plus the mandatory social charges.

8. Which good practice tools should be included in the tool box? Provide short descriptions and links

The **handbook** of the **TEAMCOACHING** project contains several considerations, examples and possibility of implementation of the methodology in different realities. Available in 5 languages. - <http://www.leonardo-teamcoaching.de/seite49.html>

9. Suggestions for reducing drop out and early school leaving

We asked the interviewed partners, what could be done to lower the drop out rates. The answers were mostly directed to prevention. This needs work and information directly in the schools in cooperation with the teachers.

All interviewed partners were pretty convinced that traditional school teaching and training possibilities are not suitable for young people at social risk or in a dropout perspective, to attract and interact with them it is needed an external support or at least non-conventional compared to traditional actions.

The known risk factors for drop out (not enough support from family, aggressive or very quiet behaviour, mobbing, social media...) should be used as filter to identify endangered youngsters from an early stage on.

10. Important knowledge, skills and competences of trainers and counsellors

In the view of the interviewed partners the most important ability of a helpful trainer or counsellor is to be an open and likeable person who is good at networking. He should have



a deep knowledge of his local territory in social and economic terms, having also good connections with existing further training institutions, centres and opportunities.

Of course an ideal trainer or counsellor also needs factual knowledge and methodical competences as well. He needs communication and guidance skills, empathy, he needs to be stable, being able to take critic and reflexive.

Psychological and pedagogical knowledge is equally important than field competence. It should be somebody who knows about the situation of VET-trainees and can be empathic with the situation of a young person. The trainer or counsellor needs to be authentic and credible for the target group, communicating young people self-esteem and mutual trust.

Sources and interviewed partners

- *CEDEFOP, EUROSTAT, ISFOL, Emilia-Romagna researches and publications*
- *Fabio Cicero / teacher in VET school – IPSSC Filippo Re, Reggio Emilia*
- *Fausto Costi / teacher and project coordinator in VET school – IPSIA Corni, Modena*
- *Anna Antonucci / teacher in VET school – IPSIA Giordani, Parma*



Country report Slovenia

Including
Data and Literature Research and Interviews

INTRODUCTION

Youth Coach needs analysis researches situation in Slovenian educational system on secondary level, focusing on VET drop outs: rate, reasons, programs and measures.

Almost one third of young Slovenian people don't have education on secondary level when they enter labor market. Situation is disturbing because on long term those individuals have greater chance to confront poverty and social deprivation. (CPI, 2007)

While exploring situation in Slovenia, one must not forget, that data are not 100 % reliable. Why?

Even though many young may already finished (some) education or have no intent to finish it, they are prolonging student status because of its benefits: as a student they can work via so called Student service (because of low taxes for students also companies prefer them as workers and it is easier to find job.), pupils get subventions for transport and meals, etc.

Quoted interview partners:

Barbara Gogala – Coordinator of program “Youth Guarantee”, Employment service of Slovenia

Simona Hladnik –Coordinator and mentor, Institute BOB

Brigita Kruder – General Manager, Adult education centre Slovenska Bistrica

Ema Kozar – Headmaster, Secondary school for Economics

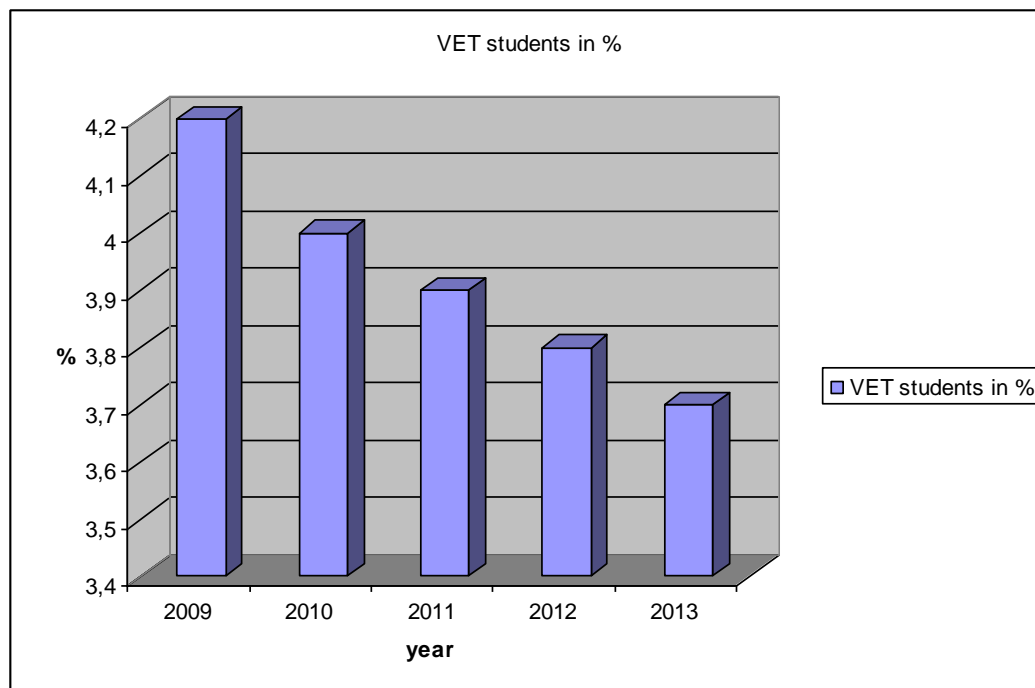
Ajda Strnad – Social worker

Simona Knavs, Barbara Bauman – Area advisors III, Slovenian Institute for Vocational Education and Training

1. What is rate of VET students and drop outs of VET in your country (Slovenia)?

In the last 5 years the percentage of VET students slightly declined, from 4,2% in 2009 to 3,7% in 2013. Reasons for that kind of decline are not to be looked in lower interest or measurements taken, but in smaller generations.

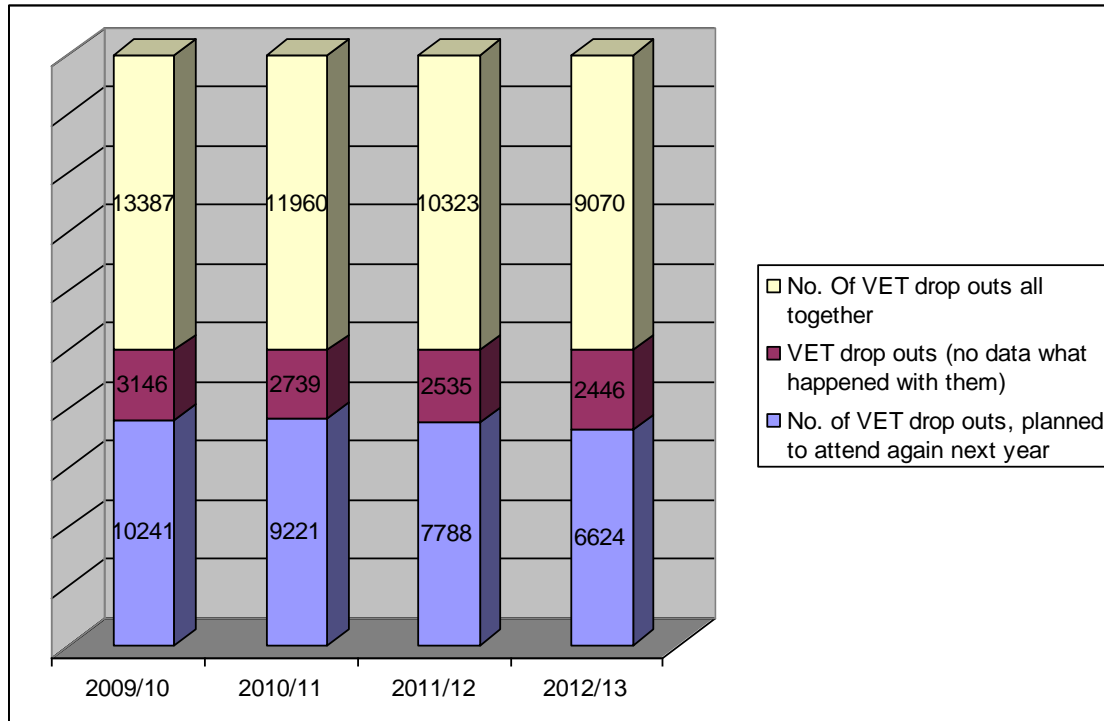
GRAPH I.: Percentage of VET students (2009-2013)



Source: SORS (Graph shows declining rate of VET students)

Information that we can use for number/rate of VET drop outs are gathered by Ministry of education, science and sport. Ministry receives all the data from Slovenian educational institutions, which have to report how many students are registered at the beginning and how many at the end of school year.

GRAPH II.: Number of VET drop outs (2009-2013)



Source: Ministry of education, science and sport

TABLE I.: Percentage of “risky” drop outs

	2009/10	2010/11	2011/12	2012/13
% “risky” VET drop outs	23,5	22,9	24,6	26,9
% VET drop outs, going back to school	76,5	77,1	75,4	73,1

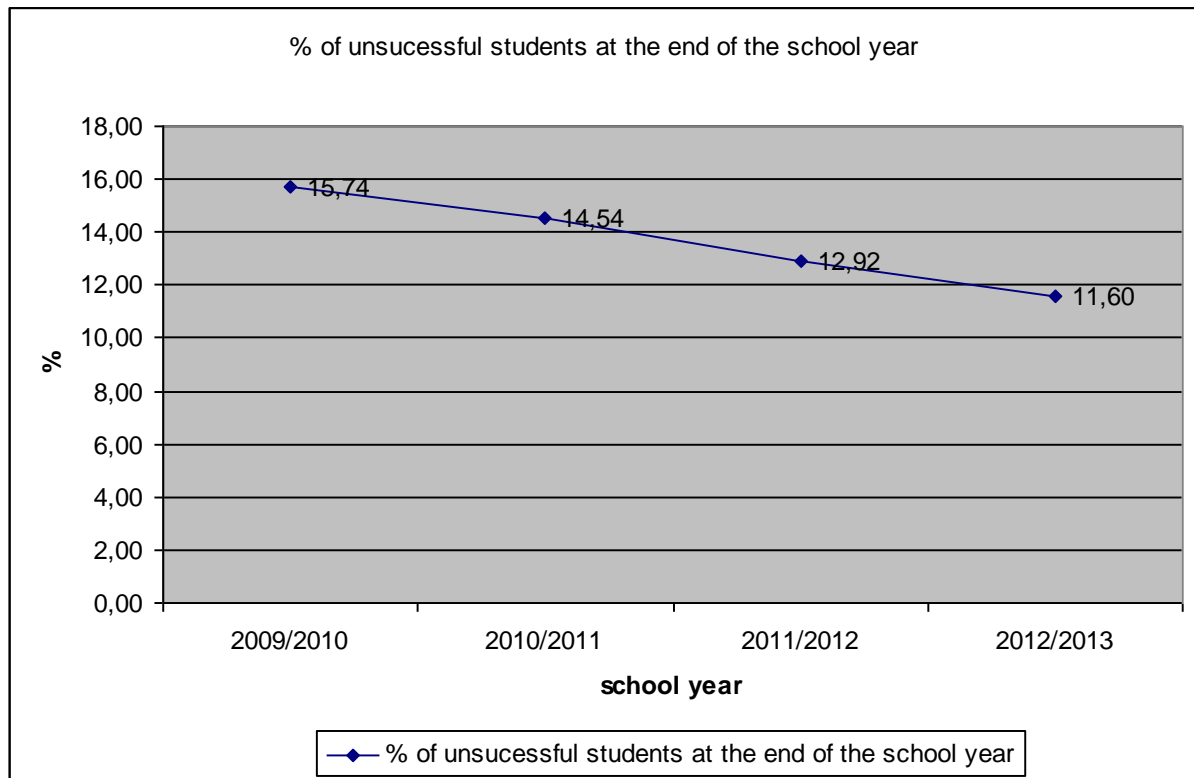
Source: Ministry of education, science and sport

Data in graph II., graph III. and Table I shows, that number of VET dropouts is declining but the problem is that number/rate of drop outs, which do not plan to go back to school is raising!

In four years there was a quite a decline of unsuccessful students (from 15,75% to 11,6%). But the percentage of drop outs that are in risk of totally leaving school has been rising (23,5% to 26,9%).

In conclusion we can assume that educational system is taking some actions to raise the number of students who are finishing school. But in the process the system in producing higher rate of those, who are leaving school permanently.

GRAPH III: Percentage of unsuccessful students at the end of school year (2009-2013)



Source: Ministry of education, science and sport

Interview partners mostly agree, that national drop out rate is high. But still it depends on the program of the school and effort they put in to help those students (easier programs,...).

One of them highlighted the fact that there are also "hidden" drop outs – still in school, but other organizations deal with them. Also there are students just formally enrolled in school (because of the benefits).

2. Data on when, how and why drop out occurs?

There is no clear data when and how student drop out of curriculum in the middle of the school year appears. Employee of SORS (Statistical office of the Republic of Slovenia), responsible for gathering statistical data concerning education, believes that as long as data are collected from educational organizations (instead from individuals-students) we will not be able to see the clear picture. Many students give up in the middle of school year but are still registered as students – consequently picture is not clear – also



because some students are transferring from one to another school to avoid failure in the middle of year.

Researches made in Slovenian educational system showed that main reasons for drop out are:

MAIN THREE:

- Unjustified absence from class
- Reasons linked to family
- Characteristics of individual

OTHER:

- Too demanding curricula
- Incoherence of teachers
- Unmotivated attitude of teachers towards students
- Opinion that educational measurements are not optimal (A. Govc, 2010)

Even though reason for drop out depends of interactions of many variables; usually they are a consequence of mixture reasons: individual reasons, reasons linked to family and reasons linked to school (M. Ule, 2003)

Interview partners divide reasons in two groups:

<i>Reasons from student side</i>	<i>Reasons from school side</i>
<i>- Family (low education, problems inside, parents doesn't care,...).</i>	<i>- Does not take into account the specifics of students.</i>
<i>- Wrong career decision.</i>	<i>- Do not adjust the program to the students (theory / practice).</i>
<i>- Undeveloped working habits.</i>	<i>- Inadequate counseling and guiding in elementary school (regarding profession, complexity of the school programs, ...)</i>
<i>- Conflicts with teacher.</i>	
<i>- "Hard" social environment.</i>	
<i>- Learning problems.</i>	
<i>- Financial problems.</i>	



3. What coaching and counseling services for young people are there in your country? How do they access people? Evaluation results.

Counseling services (for our target group) are mostly organized in schools and executed by social workers. National education institute of the Republic of Slovenia has published Program guidelines for social workers in high schools, its aim is: preventing drop outs.

Main tasks/services of counselors are:

- Planning, monitoring and evaluation.
- Development and analytical tasks.
- Consulting for students
- Consulting for teachers
- Consulting for parents
- Professional development.

Potential drop outs are accessed during school year, usually detected and deployed by teacher(s).

Of course some VET drop outs still appear:

- They are mostly treated and consulted by voluntary non profit organizations, financed from state and EU programs (some of them: BOB, Urad za mladino (=Office for youth), Youth Aid Centre Association – YACA, NEFIks, etc.) with common aid: to prevent social and financial deprivation of young individuals.
- They are also accessed by Social work centers, but there aren't any concrete data about their programs. – Their work field is extremely wide and consequently individual treatment can be superficial.

After VET drop outs withdrawal formal educational system they stay alone. Extremely rarely some organization like BOB with program PUM (project learning for the young) looks for them via different communicational canals (social media, spreading information from mouth to mouth, connecting with employment agencies, etc). In most cases they have to find information and different possibilities how to proceed, find help that is free of charge (such as learning program, preparations to enter labor market, etc.) and information how to involve with given curricula.

Counselors have positioned standards, which are basis for further evaluation. Standards include analysis of students, teachers and parents needs at the beginning of school year.



This analysis is base for a year plan which is reviewed and compared at the end of school year: evaluation consists of analysis and interpretation of goals achieved.

There is also program called PUM – Project learning for younger adults. It was developed by Slovenian institute for adult education. It is for young people (15 – 25 years) that are education and job to get back in the system. All over the country there are organizations that provide program. It is free and participants usually come to the program due to recommendation of counselors (social workers, school social workers, employment agency consultants,..), their peers or their parents.

40,4% of participants of PUM program goes back to school (in a year or so), 23,7% got an employment, 21% stays unemployed. For the rest there is no data.

Source: Slovenian institute for adult education

Interview partners listed several counseling services, dealing with drop-out or potential drop-outs:

- *School counseling services.*
- *Individual programs (PUM, ...).*
- *Social work centers.*
- *National employment agency.*
- *Career centers.*

They also mentioned that there is a lack of program, dealing with people already out of school. In the past, schools have transmitted data about drop outs to suitable institutions. Nowadays this is not possible anymore, since we have a quite strict law about use of personal data. Schools uses different methods: Individual learning plan, pedagogical contract, career orientation, Guidance and counseling,...

There are also several programs:

- *Network of lifelong learning centers*
- *Lifelong learning points*
- *PUM project*
- *Production school*
- *Training for life success*
- *RESLEA project (online questionnaire for detecting youngsters in risk of drop out)*
- *PUPPO project (Preventive Measures for Dropout Prevention)*



4. Stakeholders responsible for setting up and financing coaching and counseling services of young people?

Counseling services are mostly organized in schools and executed by social workers. Slovenian educational organizations are predominantly public, although there are a growing number of private institutions that also receive public subsidies as their main source of financing (*Slovenian youth 2013, 86*)

MINISTRIES:

- Ministry of Education, Science and Sport
- Ministry of Labor, Family, Social Affairs and Equal Opportunities

Ministry of education prepare school curriculum (closed). There is seen what competences are needed for teachers and trainers in public school system.

THE NATIONAL EDUCATION INSTITUTE OF THE REPUBLIC OF SLOVENIA

Responsible for preparation of educational programs, seminars, conferences, etc. Those can be optional or mandatory, self paid or financed by ministry or schools.

CENTRES FOR SOCIAL WORK

Financed from government and municipalities.

SCHOOL SOCIAL WORKERS

Public financing

NON-PROFIT ORGANISATIONS

Financed partly from public money, partly from EU funds and partly from donations.

Interview partners also mentioned National employment agency with their working group »Youth Guarantee«. Also another important stakeholder are young people already passed this kind of situation. They should be as some kind of ambassadors of good programs. Not only institutions are important partners, but also people working in this programs (mentors, counsellors,...). But the first thing should be interaction with potential drop outs.



All of the interview partners agree that financing should be responsibility of the state (ministries) and EU. Back up plan could be public – private partnership with companies interested to employ those youngsters.

Problem of public funding is, that you have to get it every two years and you never know what future brings. Another idea is in the first year or two public funding and than sponsors or companies.

In Slovenia there should be an institution or sector responsible for topic of drop out (prevention and curative). Than different organizations could do an execution. We need systematic solutions, since we already have several programs overlapping each other.

5. Implementation of counseling competences in VET teacher and trainer training? Frameworks?

There are no specific frames and guidelines on this area. The national education institute is more focused on trainer training for young people with special needs. There is some training in counseling, that is quite broadly defined and usually done when is needed. (Catalogue of additional education and training)

The national education institute prepares seminars, conferences, training, etc. Most of them are optional and school decides if they will educate someone on this area.

Also there is training for counselling services. They help to find solutions to concrete problems in teaching, finding effective strategies educational activity in the management of the school / nursery school / institution. They are carried out by consultants and heads of National education institute and usually last for 2 to 4 hours. Those trainings are for individual teachers, educators, principals, ...

Close attention has been devoted to the initial teacher education (teacher education programs have been modernized in accordance with the Bologna reform) and modernization of educational-qualification courses. Descriptions of teachers' competences and proposed criteria for the accreditation of teacher education programs have been made.

With the help of ESF funds in the years 2005/06 an updated way of training teachers has been introduced, which now includes many forms and is more targeted to the



competencies that teacher should have. Thus, teachers are able to choose between programs for improving education and professional training programs. The former are intended to complement the conditions for obtaining a license, and the other providing high professional qualifications for teaching a particular subject area (knowledge of professional development) and knowledge of effective teaching practices.

There is a number of projects prepared for the systematic upgrading of the necessary competences of teachers, most of which are co-financed by ESF: team planning and implementation of the school curriculum, advising and supporting the individual in obtaining new knowledge (individualized education plans, portfolios), the introduction of project and problem learning, learning to learn the use of ICT, literacy, introducing e-learning, networking of schools, businesses, teachers, development of a network TTnet (teacher Training network). Developed and implemented were the programs of cooperation between schools and industry with an emphasis on the training of teachers and trainers of practical work.

Source: National report of Slovenia on the implementation of the education and training 2010 work program

PUPO Project ((Preventive Measures for Dropout Prevention)

6. Implementation of key competences entrepreneurship, intercultural awareness and personal skills in VET in VET curricula in your country?

Slovenian curricula in VET is divided to two parts: closed and opened curricula. Closed curricula is set by the educational system. It focuses on classes for schools and do not determine competences, only knowledge.

On the other hand each school determines their own open curricula, which gives them possibility to include needed competences for students.

Open curriculum is most welcome novelty, which is possible in new renovated secondary vocational and technical programmes. Every school itself can form and perform 20% of learning contents. These contents are adjusted with social partners, teaching staff and students. Every school, with open curriculum, makes these things possible for students:



- extra **professional qualification** (practical work and theory),
- gaining extra **vocational qualifications** (another vocation),
- extra **general knowledge** (key competences).

Source: Biotehniški center Naklo

Mostly schools are implementing entrepreneurial competences, but still they have the power to decide, what would be necessary for their students to know in their professional and personal life.

Centre for vocational education has in 2007 issued a publication Introduction of entrepreneurship in secondary and vocational education. There are defined operational objectives to achieve core competencies Entrepreneurship, which are defined in the catalog of knowledge upon which the school meets its objectives. The school decides on the basis of its programs and objectives how to integrate entrepreneurship into their curriculum.

Source: The introduction of entrepreneurship in secondary vocational and technical education (CPI, Centre for vocational education)

Slovenian research institute had in the framework of the project Eduka (The CBC Slovenia - Italy 1007-2013) developed the guide: "Developing intercultural competences of teachers and students." The manual is intended for both teachers and students.

Source: <http://isim.zrc-sazu.si/sl/publikacije/razvijanje-medkulturne-zmoznosti-pri-uciteljih-in-ucencih#v>

7. Implementation of key competences entrepreneurship, intercultural awareness and personal skills in VET in VET trainer training in your country?

The system can be described the same as question no.5. Only difference is, that since implementing of entrepreneurship is quite needed, wanted and required, is more popular.

All the schools are implementing entrepreneurial awareness, but usually only prepare curricula and that the teacher himself has to find a way how to get needed knowledge. Publication Introducing enterprise education in vocational education and training very well defines the competencies needed by teachers of entrepreneurship:

- Project management (planning and project preparation, goal setting, necessary resources, project realization, achievement of the objectives, project evaluation).



- Pedagogical knowledge and skills (learning by doing, exchange opinions and experiences, learning from mistakes, creative problem solving, role play, teamwork, interaction with the external environment, the teacher leads the students, directing, sets clear questions and learn along with them).
- Personal skills (teamwork, communication, conflict management, problem solving, creativity, acceptance of responsibility).

Teacher training is important in several respects:

- The exchange of experience among teachers.
- Promoting self-esteem and motivation among teachers.
- Acquiring new skills.

It is particularly important that:

- School management supports teacher training.
- Teaching methods suitable for teaching entrepreneurship (minimal frontal knowledge, as much active promotion of participants).
- Experiential learning. The teacher must be exposed to the same learning process as the student will receive.
- Motivation and support that is available to teachers, even after completion of training.
- Immediate used knowledge as research proves that we remember 90% of the acquired knowledge, if you can use immediately.

Source: National institute for vocational education and training: Introducing enterprise education in vocational education and training

Slovenian research institute had in the framework of the project Eduka (The CBC Slovenia - Italy 1007-2013) developed the guide: "Developing intercultural competences of teachers and students." The manual is intended for both teachers and students. It depends from the teachers and schools how to use the manual. It can be implemented in any school subject or program.

Source: <http://isim.zrc-sazu.si/sl/publikacije/razvijanje-medkulturne-zmoznosti-pri-uciteljih-in-ucencih#v>



8. Good practice examples or projects of 6 & 7.

There are many good practice examples in Slovenia, mostly regarding entrepreneurship competences.

“Ustvarjalnik”

1. Year-long entrepreneurial programs in Slovenian secondary schools.
2. The network of successful youth mentors who encourage their peers to the realization of ideas.
3. The Community of like-minded, who meet at events and competitions.

Source: <http://www.ustvarjalnik.org/>

“Mladi in denar”

Magazine “My finance” prepared in cooperation with independent experts and teachers in this school year for higher grades of primary schools (7th, 8th and 9th grade) and all secondary schools program of financial literacy of young people “YOUNG AND MONEY”. All primary and secondary schools can apply to the project. Right now there are 72 schools in the system. There is train the trainer for the teachers and they will also receive Handbook for Teachers financial literacy of young people, which provides the basis for the club.

Source: <http://mladi-denar.si/>

“JA Slovenija”

Program *Moje podjetje* (My company) is a continuation of the program, which was already implemented in Slovenia in the period from 2005 to 2008. It is aimed at shaping career development skills and the pursuit of self-interest. The program is based on a method of learning by doing and offers challenges in various areas of business processes.

The program is designed for students to work collaboratively from 15 to 20 years of age. The group has at least 3-4 students, maximum of 25 students.

It is carried out under the guidance of a qualified teacher - mentor. Its mission is to promote adolescent creativity, responsibility, contribution to the whole, to give space adolescents potential.

In schools is carried out differently. Most schools decide for year-round, weekly activity during classes. Some schools choose to implement the program in project week. The decision is on the school side.

Source: <http://jaslovenija.si/moje-podjetje>



9. Which good practice tools should be included in the tool box? Provide short description and links.

Moja izbira / My choice

Set of tools for teachers/trainers to guide young people towards decision about employment or further education.

<http://www.mojaizbira.si/pomoc-svetovalnim-delavcem?item=501>

Kam in kako / Where and how

Tools for deciding what kind of job individual wants to do in life

http://www.ess.gov.si/ncips/cips/kam_in_kako

Cherish your skills

The Skills Passport is a document which has been developed to help you recognize the skills you have achieved at school, at work and through life experiences. These skills are called the Key Competencies. Key Competencies can be demonstrated through employment, voluntary work, during student life and in day-to-day life. <http://www.lus-sb.si/cherish-your-skills.html>

- *National employment agency has many tools that can be used. Spleti svojo kariero (Knit your career): Set of questionnaires and guidelines for figuring out what to do in life. <https://esvetovanje.ess.gov.si/KajNajDelam/>*
- *»Mobilna svetovalnica« (Mobile counselling) – Presenting on public places (schools, student dorms) with »confession room«. Everybody can access them and it is quite successful because youngsters have opened quite quickly and also on the personal level.*
- *Interview (one on one) is most common way to get information. Individuals are not prepared to fill questionnaires.*
- *Platform EPAL should be a good base for many of tools needed for adult education. <http://ec.europa.eu/epale/sl>*
- *Disco: dictionary of skills and competences http://disco-tools.eu/disco2_portal/*
- *Tools used in program PUM and in the career centres.*
- *There should be testing capabilities, testing learning styles, psychological testing, social skills training, and group/team work.*
- *[Screening tool \(online questionnaire\) – Reslea project, ŠC Velenje: Questionnaire with 28 questions for identification of students in risk of drop out](#)*



10. . Important knowledge, skills and competences of trainers and counsellors.

*Trainers should have quite big range of competences: pedagogical, sociological, psychological pedagogical, communication and entrepreneurial. So there should be integrated approach to the training of the trainers. Most important focus is on competences that they should pass to the youngsters. For the credibility he should have experiences on that field. **Trainers need constant mentoring and support!***

Important and needed competences:

- *Organization, flexibility*
- *Ability of quiding, setting boundaries working with people*
- *Human factor (empathy, personal interest in work, real values, stable, **listening, see human advantages, patience, perseverance**)*
- *Communication of advanced communication skills, further developed by the Training transactional analysis*
- *Intercultural acceptance of differences*
- *Fundamentals of entrepreneurship*
- *Knowledge of the school system and other forms of education*
- *Knowledge of basic tools for career guidance*

11. Would the program be useful and what would we need for implementation?

Trainer should have at least university education, preferably social pedagogic or social work.

All of interview partner agree that project Youthcoach and Vocational training would be useful in field of drop-outs. Reasons are, that they are short and any step towards lower rate of drop-outs is needed. Also EU is criticizing us that we don't have systematic way to find and to deal with the individuals. Those programs could be bridge between theory and practice, employers and seekers. They would be quite interesting for self-initiative individuals.



Young people often transfer the responsibility for their own failure to the state, parents, school, etc. Any kind program on this field should be way to self-awareness of the situation and result.

To implement the program we need clear results of the program. With those we can address participant in pilot phase and than continue. There must be a lot of social media included, since the final users are young people. Also individuals must be personally involved in concrete activities.

It is quite important to contact and persuade stakeholders. Program "Youth guarantee" has a whole in the program, and Youthcoach could be the solution to fill this hole.

Also we must find the right people – mentors with social width, concrete knowledge and interest. The whole system must be into the program and accept it (state, schools, young, their parents, counsellors,...). The system should be faster and adoptable to the individual.

In Slovenia there should be an institution or sector responsible for topic of drop out (prevention and curative). Than different organizations could do an execution. We need systematic solutions, since we already have several programs overlapping each other.



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Country Report Spain

including
Data and Literature Research and Interviews

Initial position

Europe is facing a growing need of qualified employees. Also it desires to integrate young people who at present have no chance to get involved into working life. While some industries already lack qualified employees the countries in the EU are facing a growing rate of young people without a real chance to find a job. So it is a key issue in Europe to involve and keep young people in VET and to improve the cooperation between VET and the employers.

This study gives an **overview on the current situation in Spain**, asks about integration of key competences in VET curricula and focuses on good practice examples to support the implementation of new projects and the further development of existing projects to help young people in staying or entering the labour market.

This report also includes the **summary of 5 interviews** with stakeholders and experts for the work with young people added directly to the chapters. The statements of the interview partners are highlighted in italic type.

Quoted interview partners:

María Castillo –Owner and teacher of a private VET school in Extremadura and Andalusia.

Juan Pedro León –Former General Manager of the Extremadura Public Employment Service (SEXPE).

Gloria Álvarez –Counsellor in a VET School in Badajoz.

Javier Pérez- UPTA (Union of Professionals and Autonomous Workers).

M^a Manuela Álvarez García- VET teacher in IES Mirasierra (Madrid).

Definitions



Drop-outs are young people who quit their education (school or VET) without reaching the certificate. There is no statistic if they are able to enter the system and start another education or if they stay unemployed.

Early school leavers are young people between the age of 18 and 24 who have no further school degree (just compulsory school) and are not participating in any VET education or other educational systems. This is the group we focus on in this study. Both phenomena are closely related and are often treated equally in studies and projects.

1. What is the rate of VET students and drop outs of VET in Spain?

Drop out rate is the percentage of population between the age of 18 and 24 who have no further school degree (just compulsory school, ESO in Spain) and are not taking part in any education or training. The main source of information is the “*Encuesta de Población Activa, EPA*” (Survey about active population) of the National Statistics Institute (INE), we can know the situation of drop out, personal features and the relation with the labour market. During the school year 2013-2014 the number of students registered in VET was 697.408. The drop out rate in Spain in 2013 was 23,5% (the worst rate of UE-27) of the 18-24 year old, that didn't have a school leaving certificate. During the initial months of 2014 the rate was 22,7%.

Early School Leavers

	2010	2011	2012	2013	2014
18-24 not in education	28,4%	26,5%	24,9%	23,5%	22,7%

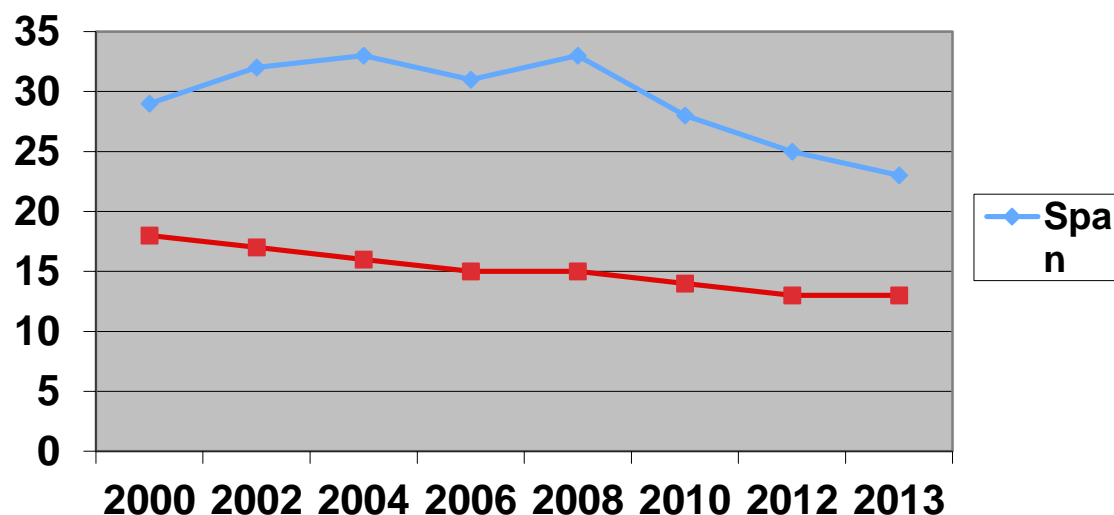
In Spain there are **800.000 Early School Leavers**, all persons in this situation need specific plans to improve their professional and personal situation. To come back to school is possible and it can be reached in a short term.

The education and training has an important civic dimension and is the core of any democratic system. The school trains professionals but mainly citizens who can take part actively and consciously in the progress of their community. Because of this, drop

out is a serious problem, especially in Spain, with a drop out rate higher than the European and OECD countries.

Drop out is not only an individual problem but a social problem that causes all citizens can't have equal opportunities. The concern for this situation is logical because of the negative effects of drop out in the labour market and the future professional career of early school leavers. A high level of education and training is linked to a better health, higher life expectancy, better life quality, lower crime rate, higher dissemination of democratic values and a strong social participation.

Drop out rates. Spain and EU-27 (Evolution 2000-2013)



We can observe in the chart the evolution of drop out rates for the period 2000-2013. The rate is always very high, especially since 2000 (29,1%) to 2008 (31,9%). In the first trimester of 2013 the rate was 23,9%.

In comparison with the average values of the European Union we can observe that the problem in Spain is especially serious. The Spain's rates are higher than in EU countries. The difference at the end of the period is lower than the maximum in 2008 (17 points more) but it still is very important (12,1 points more than in 2012). In short, drop out is letting up but the Spain's rates are higher than in the countries around us.

It is very important to analyze the costs of drop out. An important part of young people leave the educational process at the end of the compulsory school, without getting any certificate in secondary school or high school. A way of assessing the economic cost of this problem is the social value of getting a certificate and complete secondary or higher



education. The continuation of the training process has additional costs and benefits during the lifelong not only for people but for the public sector. So, in addition to personal consequences, drop out has consequences for the society. According to estimations of Valencian Institute of Economic Research the Gross Domestic Product could have increased over 1% if Spain's drop out rates were similar to the European average.

All interview partners knew that the drop out rate is very high, the problem in Spain is really serious because we have the highest drop out rate of EU-27. One of the interview partners thinks that there is a problem of awareness, youngsters are not able to see the importance of stay in education in a short term. Another partner pointed out the disappointment as one of the causes of high rate of drop out, youngsters hope that education and training will provide them with something that never comes. The environment (family, neighbourhood, etc.) doesn't help them to stay at school in many cases, and one of the interview partners remarked the lack of involvement of families, family environment and background are directly linked to school performance.

2. Data on when, how and why drop out occurs?

The success and the failure in the educational system are linked to personal and social features of the students. There are some features in the drop out process to be considered if we want to understand it. First thing to assess is that drop out is not only linked to the school results. Under the same conditions (marks, results) the decision of leaving is more common among people with personal features and particular backgrounds. Individual results are indicators of the continuation in the system: bad results can have influence in the decision of leaving but not all pupils with bad results leave their studies, the decision is linked to other factors and not only to results. These factors are background, gender, minorities, migration experiences or broken homes.

Drop out is mainly a **masculine feature**. Drop out rates are always higher among boys than among girls. It is a common pattern in the European Union but in Spain this situation is particularly marked. So, in the first trimester of 2013, the drop out rate for **boys** is 27,5% and 20,2% among **girls** (in the EU the difference between genders is only 4 points). This has a consequence: Boys represent 58,7% of the total drop out. Drop out among boys is more common than among girls for all periods of the training plan, and in addition there is a higher tendency to leave among boys at early ages.

Another problem is that drop out among boys happens in worse conditions at least in



two ways: It happens before and, consequently, without a degree to improve their integration into the workforce.

We also can observe differences if we consider people's **nationality**. Drop out rate is 20,6% for Spanish students and 42,8% for foreign people. Even though foreign students are only 15,2% of 18-24 years old population they represent 27% of drop outs.

The migration process itself, a difficult process of adaptation to a new culture and the consequent confusion take their toll on adolescent students. It is also important to take into account the educational processes in their origin countries, we mean learning, cultural levels and skills. If we consider the origin areas, only people coming from Western Europe and United States have similar patterns than Spanish students: 66% of early school leavers quit at post-compulsory stages. Chinese people have similar drop out rates but they are not very much so it can't be enough representative.

Some **family features** also allow us to observe different drop out patterns. The EPA (*Encuesta de Población Activa* in Spanish, Survey about Active Population) show us the level of studies of parents. For students whose mothers have not secondary studies the drop out rate is over 30% while this rate is only 4,6% in the case of mothers with university degrees. Something similar happens if we focus on fathers' studies, but in this case drop out rate is higher, 8,4% for students whose fathers have university degrees.

Family stability of students is another important factor. The answer of adolescents to changes in the coexistence models of parents tends to be negative. Single-parent families sometimes are the result of painful processes that tend to have influence in the school performance. We find four aspects of family conditions that can have influence in the school results:

1. Absence of one parent.
2. Parents with traumatic experiences.
3. Decline in living standards as a consequence of a divorce.
4. Other sources of instability.

Analyzed information tell us that risk of drop out is higher for students living in single-parent homes. 20% of early school leavers live with one parent, so the presence of single-parent families among leavers is very common. Regarding the moment of leaving, students from single-parent families tend to leave earlier than the rest. In fact, 61% of school failure don't complete the compulsory education, but in the case of students living with both parents is 46%. The results are even worse when the only responsible



of the family is the father.

Another key factor in the drop out process is the **age of the student**. Students with ages around sixteen years old have drop out rates lower than older students. Students that tried to start post-compulsory education leave without ending it. This tendency is also usual among early school leavers who tried to come back to the school.

Another important aspect is the one related to the achievements in the compulsory school period. There is a clear difference between students who finished ESO (compulsory school in Spain) and those who didn't finish it. Nowadays the rate of drop out among not finishing ESO is 69,2% opposite to 15,5% in the case of ESO graduates.

Reductions in drop out rates since the beginning of the crisis (2008) have been stronger among boys, Spanish students, students with parents with only compulsory education, students under 20 years old and those that finished ESO. The more closer to 24 years is the age the more is the drop out rate.

We have seen how personal features and family can have influence in early school leaving. **Family income** also is a relevant feature. The EPA does not show information about levels of income, so it is necessary to go to the ECV (*Encuesta de Condiciones de Vida* in Spanish) Life Conditions Survey. According to the results of ECV 2011 there is an inverse proportion between family income and early school leaving, so it is clear that in Spain drop out is linked to the economic capacity of families.

Drop out is more common in the case of families with lower incomes. In contrast to this, families with a better economic situation show drop out rates suitable with the EU 2020 strategy objectives. This quantity of school leavers among people with lower incomes is an element to be considered at the time of setting up policies addressed to reduce drop out rates in Spain.

Regarding the **territorial dimension**, we can find differences depending on the different regions, drop out rates is higher in Northern regions than in Southern regions.

Among the reasons of leaving the school it should be pointed out the intention of looking for a job. These early school leavers think that additional education does not make up for their efforts or they think the probability of getting a degree is low.

55,7% of active 18-24 years old people who left their education are unemployed, in contrast to the 50,1% of active people who didn't leave. Long-term unemployment is



more common among early school leavers. Almost 55% of long-term unemployed left are early leavers, in contrast to 37% of young people of the same age group. It is necessary to take into account what kind of job they get when they decide to leave the education process.

The information about groups of occupation is very clear. People who don't leave have more opportunities of getting a qualified job than people who left their studies. This situation is linked to the sector of activity. For both groups the services sector is the main source of employment (69,5% for school leavers and 84% for people who stayed at school). But we can find important differences. The weight of agricultural sector among leavers triples the equivalent of the rest. Something similar happens in the building sector, more important for school leavers (8,1%) than for the rest (3,4%) and to a lesser extent in the industry.

Depending on the kind of the work day, 78% of employed people who left school has a full-time job and 22% a part-time job. Part-time jobs are more common among young people who didn't leave school (43,1%).

In short, we can say that young people who leave school have the intention of finding a job but they face a higher risk of unemployment and this unemployment can be of long term. In the case of unemployed people who don't look for a job, this situation is linked to handicap problems, spending time in other responsibilities, and also to despondency, sometimes as a consequence of long-term unemployment.

But even people who find a job get low-skilled jobs linked to agricultural or building sectors. They also use self-employment as a way of entering into the labour market. The educational degrees are less important for this kind of jobs, and they find more barriers for finding a public job, because in the public sector qualifications are more relevant than in private sector.

In short, most of young people who left the educational process and are in situation of getting a job, they want to enter into the labour market but the early school leaving is a barrier for a suitable incorporation to the working life and they have more risk of becoming unemployed or getting a satisfactory job.

The Observatory of Labour Insertion for Young People Bancaja-Ivie has developed interviews with 16-30 years old people who entered into the labour market during last five years with the objective of finding out why they left their education process. According to their answers the main reasons for leaving are linked to the fact of finding



a job (26,2%) or the intuition of continuing with the study wouldn't help them to find a job (26,4%). Both reasons could explain most drop out. The third reason is family causes (19,6%).

In the case of people who left VET studies, to find a job is the main reason for leaving, but it is remarkable the importance of economic problems and the displeasure linked to these studies. In contrast to this, only 11,3% of leaving was because they thought these studies wouldn't help them to find a job.

A factor that makes the problem worse is the lack of attraction of VET in Spain. In Spain, 64,8% of students who finished the compulsory school choose A levels (*Bachillerato* in Spanish) and only 35,2% choose VET.

In EU-27 the percentage of students who choose VET when they finish the compulsory education is 58%.

Although it's true that one of the main reasons of this difference is the distorted image of VET (most people in Spain think about VET as an acceptable option only for students with a low efficiency), this is not the only one: Centres that offers *Grado Medio* (Intermediate VET) are only a third part of the total that offers ESO, so these studies are not seen as "natural or logical" options for all students.

Another reason is a deficient offer and not always adapted to the labour market needs. We need statistical tools to analyze the gap between the students' demand of professional studies and the needs of companies. We know that the main professional branches of Intermediate VET has no change significantly. The main five categories include 62% of VET students: Management (16,3%), Health (18%), Electricity and Electronics (10,4%), Mechanics (8,6%), Computer Science (8,3%). It's going to be necessary to know the proportion between students' demand and labour market needs for every specialty.

It is also necessary to promote the tools and actions foreseen in the Organic Law of Qualifications, set up to develop the tools addressed to guarantee the connection between education and training and work.

What do teachers think?

28 interviews with directors and school counselors have been analysed with the intention of identifying all the reasons of school failure. We find four groups of reasons:



1. SOCIOCULTURAL REASONS

- a. Loss of value of education. Lack of relation between studies, work and salary.
- b. Immediate satisfaction. Lack of value of effort and deferred satisfaction. People want money in a short-term.
- c. Neighbourhood or district (marginal, peripheral) in the city or depressed area (small villages) in rural regions.
- d. To be gipsy, especially girls older than 12 years.
- e. To be an immigrant, with low level of education not suitable for their age in the moment of accessing, and speaking a foreign language who join once the schoolyear has started.

2. FAMILY REASONS

- a. Social class of parents. Profession. Level of studies. Labour situation (unemployment).
- b. Employment of children in the family sphere (future) or help workforce (present).
- c. Expectations of utility of education and culture. Perception of the need of degree and the educational system like something ordered: There is no punishment because of school failure.
- d. Broken homes with problems.
- e. Original family broken (divorce, new partners, single parent family). End of traditional family model (mother at home). Lack of coexistence with children, absence of father.
- f. Relation between family and the school: Lack of involvement or interest, non-appearance in meetings.

3. INSTITUTIONAL REASONS

- a. Common currículum compulsory, imposed and strict. No possibility of diversify, very theoretical. There is no choice for them who reject.
- b. Low educational level in primary school because of automatic promotion. School with special features.
- c. The system doesn't balance out sociocultural failures.
- d. The promotion from primary to secondary school is a change in the relation student-teacher, there is a worse direct assistance to students and

less control.

- e. Teachers: there is no renovation in the way of teaching, they are low trained in a pedagogical way. They don't know how to make up lacks of some students.
- f. Different institutions with responsibility in this field (local government, inspections) don't worry about the situation or they are not effective.
- g. Image of some schools: Depending of the image it causes the gathering of students with special features.

4. INDIVIDUAL REASONS

- a. Lack of intellectual capacity
- b. Lack of interest
- c. Mismatch between the knowledge of some students and all the group.
Tedium and lack of motivation

The interview partners mentioned that apathy is one of the reasons for leaving, but apathy is not only a feature of students, there is apathy among teachers and families so youngsters sometimes detect this situation and the role of family and teachers has the opposite effect to expectations, they influence in a wrong way.

3. What coaching and counselling services for young people are there in your country? How do they access people? Evaluation results?

In Spain there are not specific coaching and counselling services for VET leavers, we can find some tools and services addressed to young people involved in the educational system (VET, Bachillerato,). The main tools for counselling and guidance are focused on education and training for the employment (depending on labour authorities).

According to the Organic Law 5/2002 of June 19th about VET and qualifications, counselling in VET has three main objectives:

- To help to create self-confidence, empower people and allow them to be aware of new professional possibilities.
- To promote employability and flexibility by means of helping people to take decisions for entering into the labour market and for promoting.



- To help to effectiveness and efficiency of education and training and the tools of labour market promoting the link between people's needs and labour market demand.

In the framework of National System of VET and qualifications the information and professional guidance aim:

- To inform about opportunities of accessing to employment, possibilities of acquisition, evaluation and certification of abilities and professional skills during the lifelong process.
- To inform and to advise about different offers of education and training and possible educational/training pathways to provide labour inclusion and reintegration and also professional mobility into the labour market.

In the field of professional information and advise take part, among others, services of educational and labour authorities, Local Governments and social stakeholders. The National Government is in charge of developing ways of cooperation and collaboration among all parts involved in the process.

Services of professional information and advise of Public bodies are responsible for providing information to students into the educational system, to families, to unemployed workers and employed workers and to the general public. The Government is in charge of promoting the development of a system of professional information and advise, setting up a network that guarantee the advise of citizens about their possibilities of education and training, employment and the acknowledgement of their abilities. This network allow the coordination of educational and labour authorities, Local Governments, social stakeholders and any body or entity that offer services of advise.

The Educational Spanish System establish a process of academic and professional advise addressed to all students with the objective of counselling them about the choice of post-compulsory studies. This process is made during ESO (Compulsory Education) and finished with the Counselor Board. This board is a proposal of a group of teachers taking into account the expectations of the students. The board recommends the professional and educational options more suitable with the students' capacities, interests and possibilities. This information is not binding on students and it is confidential.



OPEA (Program of Professional Advice for employment and Assistance to Self-employment).

This program aims the labour insertion of unemployed people registered in employment offices. Public Employment Services (there are one in every Autonomous Region, 17 in Spain) and the associated entities set up different actions, individual and collective ones, with the objective of improving the position of unemployed workers into the labour market and promoting their professional pathways.

Beneficiaries:

- Unemployed people, 16-65 years old.
- Looking for a job.
- Priority groups with special barriers for the insertion:
 - Disadvantaged people
 - Immigrants
 - Women with labour insertion problems
 - Unemployed people with risk of social exclusion

OPEA activities:

- Individual tutorial
 - Individual in depth interview
 - Monitoring interviews
- Development of personal aspects for occupation
 - Group technic
 - Improvement of personal aspects addressed to set up and to keep activities into a labour insertion process.
 - Development of skills and resources that allow them to overtake personal barriers which make difficult their entry to the labour market
- Active job search
 - To know instruments and to develop the needed skills that make possible to carry out an active, organized and planned job search
 - Preparation of the personal curriculum vitae and a labour profile



- Detection of needs
- Planning of the labour pathway
- Actions of assistance for self-employment
 - Actions for motivation and information for self-employment: Actions addressed to motivate to unemployed people to entrepreneurship, giving information about self-employment as a way of entering into labour market. Preparation of a business plan.
 - Giving advise about business projects: Individual sessions for guiding entrepreneurs in the preparation of their business projects, supporting and advising all aspects with special difficulties.

EXTRAORDINARY PLAN OF GUIDANCE IN PUBLIC SERVICES OF EMPLOYMENT

This plan is applied in all the Spanish territory and is managed by the Autonomous Regions and the National Public Service of Employment. Unemployed workers who take part in this action receive a grant of 350€ every month during a maximum period of three months. These actions are developed through specific groups of job search as a part of their personalized pathways of insertion and they are guided by professional counselors. It is necessary that participants apply for some job offers and other activities decided by counselors. These grant are mainly addressed to workers with serious problems of employability, with the objective of getting their entry into the labour market.

PERSONALIZED PATHWAYS OF EMPLOYMENT

First step is a personal interview, and then the Public Service of Employment offers specific services to unemployed people according to their needs and objective to achieve. It is necessary to sign a Personal Agreement of Employment that:

- Oblige workers to take part in an active way in actions for the improvement of their employability, active job search or set up a business initiative.
- Oblige Public Service of Employment to allocate and plan the requested measures and actions.

Public Services of Employment are responsables for carrying out, monitoring, evaluation and possible redefinition of individual pathways of employment, and they can delegate some actions to other organizations.

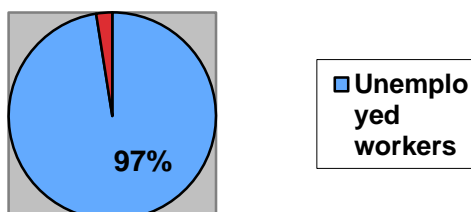
PROGRAMME OF AGENTS OF EMPLOYMENT AND LOCAL DEVELOPMENT (AEDL)

This programme has made possible to create a network of professionals all around the national territory whose main task is to collaborate in the promotion and establishment of active employment policies linked to the job creation and business activity, offering a wide range of personalized services to unemployed people, entrepreneurs and the business world. These agents, together with Public Services of Employment have the following roles:

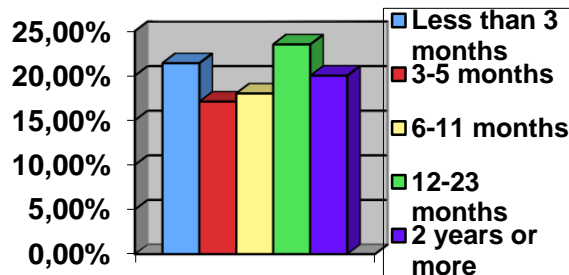
- To inform companies and entrepreneurs about grants for education and training and employment and to help them in the management of these grants.
- To collaborate in the dissemination and use of services and technological tools that Public Services of Employment set up.
- To make easier labour insertion of unemployed people, mainly people involved in active policies of employment.
- To analyze the development and impact of active policies of employment in their area of intervention.
- To facilitate the requested information to Public Services of Employment.
- To collaborate with other agents of employment and local development who work in the same Autonomous Region in the continuous improvement of the service, exchanging best practices and knowledge and developing common projects and activities.
- To support to entrepreneurs in the first stages through consultancy of business management and evaluation.

PROFILE OF USERS OF ADVISING SERVICES

Labour situation of users



Time unemployed



We have analyzed some initiatives focused on VET for employment, depending on labour authorities. We also have reviewed some experimental intervention programs nationally related to the prevention of failure and/or school drop-outs in ESO (Secondary School) and VET. Although between them variations exist as to the objectives, duration, activities and results, all of them show characteristics common to the time to develop any program of this type, which are suitable take into account for the development of future actions that would allow an improvement in the academic performance of the students and an increase in the promotion to high school.

Project: Control and prevention of truancy.

Beneficiaries: Students from 21 different areas in Madrid.

Objectives:

- To get a stable class attendance.
- To increase the contact with families and to fight against family situations that causes truancy.
- To promote participation of young people in socio-educative activities in NGO's
- To coordinate organizations for establishing guidelines of intervention addressed to prevent truancy.



Activities:

Family, community and individual intervention, information campaigns, promotion of access to pre-school education, programmes for a better use of free time, monitoring of education process, tutorials, educational advise.

Results:

Increase of participation and involvement of schools, increase of sensibility of some sectors of the community and families.

Project: Classroom 15

Beneficiaries: Students of two Secondary School Centres in Vilaseca (Tarragona).

Objectives:

To provide psychological assistance to students with problems of adaptation to school for preventing truancy and lack of schooling.

Activities:

Pre-professional workshops (carpentry, cooking, gardening), physical education, cross curricular subjects (emotional education, sexual education, etc.), advising and tutorials (group work and individual work).

Results:

Truancy and lack of schooling have decreased in a 70%. Increasing of participation and involvement of families.

The interview partners all know about the counselling offers. But they think these tools are not enough to fight against high rate of drop out and stress the need of improving these counselling services. Two of the interview partner think it would be a great idea to create specific counselling services for VET students, because sometimes they have different features and backgrounds than students involved in other educational process. VET in Spain has special features from the beginning, it has been a kind of “ugly duckling” into the educational system, and this problem has not been solved.



4. Stakeholders responsible for setting up and financing coaching and counselling services of young people?

OPEA. The program OPEA is established in Spain since 1998. This program is financed from the regional public services of employment and the European Social Fund. The implementation is realized through different partners: Regional services of employment, associations, organisations, trade unions, etc.

EXTRAORDINARY PLAN OF GUIDANCE IN PUBLIC SERVICES OF EMPLOYMENT

This extraordinary plan is the result of a fruitful agreement between the Spanish Government and the social actors. The autonomous regions are responsible for the implementation of this plan, in a more concrete sense, the plan is implemented by regional services of employment. The national service of employment has the role of coordinating the regional services. Different employment agencies also take part in the implementation of the plan and are in charge of the labour insertion of users. This plan is financed through public funds.

PERSONALIZED PATHWAYS OF EMPLOYMENT. These pathways are financed by regional services of employment and the European Social Fund and the implementation is carried out by these regional services themselves.

AEDL. Agents of Employment and Local Development are present Spain-wide. This program is financed with public funds and it is implemented by different institutions, e.g. councils, grouping of municipalities, etc.

The interview partners stated that there are tools that support young people although they are not always used in the right way. Agreements between different services and take advantage of good experiences of NGO's, foundations, grouping of municipalities, etc., it could be a good way of improving counselling services.

5. Implementation of counselling competences in VET teacher and trainer training? Frameworks?

In Spain teachers have 14% of their initial education and training dedicated to teaching and educational training. We have reviewed professional profiles of 56 teachers working as trainer and labour counselors in public schools. We think it is enough to have an idea of the competences of teachers. Regarding their education level, 80% of them have a

university degree and 20% a diploma course. In many cases they have more than one degree. Some of the teachers have been interviewed for a recent study, and they said how important is the continuous need of updating their training because information is very changing. They pointed out that need more training in some subjects, e.g. leadership and management, risk prevention, economy, etc.

62,5% think that their own initial education and training have an impact in the educational process of the students, not only in deepening of subjects but in the fluency working in the classroom.

Regarding the ways of updating they underline the following:

- Visiting companies as a way of keep updated their knowledge about the productive context in which their students will be inserted.
- Review of specialised bibliography. It is a common strategy of acquiring knowledge because of accesibility and abundance.
- Specific workshops. Opportunity of getting in touch with other teachers working in similar fields.
- Participation in educational projects related to their subject.

Until now counselling competences are not so important of the VET teacher and trainer training in analysed curricula in Spain but things are starting to change. We have analysed a University Master in Secondary School and VET Teaching developed by the University of Cádiz. This Master was updated in 2013 and maybe could be a reference in the future. Once analysed the curricula in detail, we can underline some aspects of it:

- General competence number 2: *Planning, developing and evaluating the teaching and learning process empowering educational process that make easier the acquirement of competences taking into account the previous level of education of students and the counselling of them individually and in groups.*
- General competence number 5: *Planning and developing learning spaces with special atention to equality, emotional education and education in values.*
- General competence number 8: *Developing tasks of counselling and advising to students in a collaborative and coordinated way, taking part in the evaluation, research and innovation of teaching and learning processes.*
- General competence number 11: *To inform and to advise students and families in matters related to the teaching and learning process, and personal, academic and professional counselling.*
- Specific competence number 7: *To know and to apply resources and strategies of information and cademic and professional counselling.*
- Specific competence number 12: *To acquire social skills in family guidance.*
- Specific competence number 27: *To analyse critically the performance of teaching, good practices and counselling using quality indicators.*



This Master includes special competences proposed for the specialty in Educational Counselling. The Ministry of Education, Culture and Sports considers the remarkable feature of this specialty but have in common with the rest an important part of competences of reference.

The framework of the counselling competences are regulated by the ministerial order EDU/3498/2011.

6. Implementation of key competences entrepreneurship, intercultural awareness and personal skill in VET in VET curricula in your country

a) VET-training in companies

The vocational training courses incorporate a module "On the Job Training" (FCT) that it is developed in companies or workplaces in a real production environment. Its objective is to complete the training acquired at school and it takes place in the second year. Its key features are:

- FCT is pre-programmed and compulsory.
- Included own productive activities of the professional profile of title
- It takes place in the company, where the student can observe and perform the activities and characteristics of the different jobs, the professional profile functions, to know the organization of production processes, services and labor relations.
- The activities are included in a training program.
- It has guidance and advice from the class teacher (the school) and the tutor, monitor or instructor (company or collaborating institution).
- The module has the same structure as the rest of modules that constitute Vocational training cycles.
- When the learning process ends, the students have acquired skills.
- There is evaluation criteria used to establish whether those professional profile have been achieved.

FCT aims:

- Complete the acquisition of skills provided in the training cycle
- Gain knowledge of productive organization.
- To contribute to achieving the general objectives of vocational training related to integration in work environments.
- Evaluate the professional competence of students, especially those aspects that can not be checked at school by demanding real work situations.



Training in the workplace: It includes all training activities that enable qualified performance of various professions, access to employment and active participation in social, cultural and economic life. It includes the training, shares integration, reintegration of workers and those aimed at continuous training in enterprises for the acquisition and updating of skills.

Professional Certificates: Certificates credited with official professional skills that enable the development of a work activity involving significance in employment. Its purpose is to provide workers with the training required by the productive system and bring the certificates to the reality of the labor market.

b) VET training in schools

VET in Spain offers around 150 training courses in different professional fields with theoretical and practical content. It is organized in qualification of basic training, mid-grade, top grade and specialization courses. These teachings reflect a professional profile, are structured in professional modules of varying duration and it is organized so as to allow the reconciliation of learning for people with other activities and responsibilities.

Students enrolled in vocational training of middle and top grade have increased by 43.6% from 2007-2008 to 2013-2014, from 451.541 to 648.435 students respectively. The professional families most in demand by students are Administration and Management, Health and Electricity and Electronics.

VET is grouped in 26 professional families: Physical activities and sports, business administration and management, agriculture, graphic arts, arts and crafts, trade and marketing, construction and civil engineering, electrical and electronics, energy and water, mechanical manufacturing, hospitality and tourism, personal image, image and sound, food industry, extractive industries, information and communications, installation and maintenance, wood, furniture and cork, fisheries, chemistry, health, safety and environment, socio-cultural and community services, textile, clothing and leather, transportation and vehicle maintenance, glass and ceramics.

The general objectives and competencies to be achieved by students are:

- The practice to the professional occupation
- To understand the organization and characteristics of the productive sector and the rights and obligations of labor relations.



- To consolidate habits of discipline, work individually and in team, independent learning skills and critical thinking.
- To establish interpersonal and social relationships, professional and personal activity based on peaceful conflict resolution, respect for others, the rejection of violence, prejudice of any kind and sexist behavior.
- To prevent environmental risks and take steps to work in safety and health.
- To develop a professional identity that encourages, adaptation to changing production processes and social change.
- To enhance creativity, innovation and entrepreneurship.
- To use to the information technology and communication and foreign languages needed in the work.

VET is structured in training cycles, whose main features are:

- Modular organization, consisting of areas of theoretical and practical knowledge according to the various professional fields.
- Duration to 2000 hours during two academic years.
- Include an obligatory period of practical training in workplaces with a duration of 370 hours per cycle.

7. Implementation of key competences entrepreneurship, intercultural awareness and personal skills in VET in VET trainer training in your country?

VET is the education that prepares students for a professional activity and enables them to the qualified performance of professions. Therefore, the main objective of teachers of vocational training in the education system is to prepare students for activity in a professional field and facilitate their adaptation to industrial changes that may occur throughout life.

VET teachers must be trained to ensure that students acquire the skills to enable them, among other achievements:

- To develop skills corresponding to the general competence.
- To understand the organization and characteristics of the productive sector, know the labor law, the rights and obligations of labor relations.



- To learn independently, the teamwork, as well as training in conflict prevention, the peaceful settlement of conflicts in all areas of personal, family and social life.
- To work safety and health, prevent potential risks arising from work.
- To consolidate the entrepreneurial spirit to perform professional activities and initiatives.

The Teaching Certificate (CAP) was the prerequisite in Spain to exercise secondary education and vocational training. In 2009/2010 has not been given the CAP and instead has implemented a specific Master for this purpose due to the entry into force of the European Higher Education Area (EEES), known as Bologna. The CAP is still valid, but no longer taught and has replaced by that TED: Master in compulsory secondary education, secondary education, vocational training and language teaching.

The fundamental differences are duration, much greater in the TED, which is within the standards of a master, and the difficulty of access. Title Teaching Specialization (TED) is a title similar to the overall objectives of CAP, the necessary qualification for those graduates or diploma holders wishing to go into teaching. It is divided into theoretical and practical. The theoretical part provides a module of common materials with minimal 255 hours, another specific matters with at least 120 hours and supplementary materials with a workload equal to or greater than 110 hours. In addition, a minimum of 485 hours for the theoretical part of the program. The practical part is for three months and involve at least 120 hours.

The professional general competences for teachers are:

- Scientific literacy: Latest contributions of science. Complete the initial training.
- Teaching Competition: Methodology and general didactics. Teaching plan and develop teaching units. Knowledge and use of resources. Classroom activities. Creation of own resources.
- Information Technology and Communication: Using education office. Using the Internet and email. Using educational software for teaching areas.
- Managing groups of students: Coexistence and discipline. Social skills, communication and motivation.
- Attention to diversity: General measures of attention to diversity.
- Values education: Education for peace and gender equality. Civic moral education. Health education and prevention of accidents. Environmental and consumer education. Intercultural education.

The professional specific competences for teachers are:

- Planning and assessment centers and programs.
- Management centers. Quality Management.
- Prevention of labor and collective risks.



- Counselling and advising.

Sources:

<http://www.todofp.es/>

http://servicios.educarm.es/cnice/Comprof/WebDEF_02/puestos.pdf

http://www.ifaes.com/ResourcesUser/docs/barometro_2013.pdf

<http://www.certificatuprofesionalidad.com/>

<http://www.educarex.es/fp>

http://www.uam.es/otros/attpsi/cap_ted.htm

8. Good practice examples or projects of 6 & 7.

1. “Iniciativa Emprendedora 2.0”

This initiative was developed in the VET school CIPFP Mislata, in Valencia. The programme aims the develop of enterprising spirit among the students through a methodology that combines actions for increasing sensitivity among teachers and students and the development of viable business projects using innovative learning processes linked to new technologies. The module “Company and Enterprising Initiative” has been linked with all subjects of the course, and it makes easier the vision of possibilities of self-employment of the course. This initiative includes a high use of tools of web 2.0 so students of the related professional branch was the more suitable to carry it out.

It was created a group of work made of Computering teachers and Labour counselors with the objective of carrying out all the requested activities. A lot of activities aiming raise awareness about self-employment have been developed. The initiative is based in two pillars:

- Educational innovation. It means working with a different methodology which has the following features:
 - Curricular integration of all modules of the course around the development of business projects and simulations of real work environments.
 - Change in the the dynamic of working in the classroom. Collaborative learning and intense use of web 2.0 tools and ICT’s.
 - Change in the role of students. The students leave their role of receivers and develop a role as generator of knowledge.



- Raise awareness about self-employment and set up networks with external organizations and other stakeholders of self-employment.

The objectives of the project are:

- Methodological Innovation. Use of new methodologies that allow the increasing of motivation among teachers and students and the improvement of the teaching processes through the development of business projects carried out by students of different professional branches.
- Raise awareness about self-employment. It means different actions for promoting enterprising spirit and incentive to self-employment.
- Networks with other schools. To share good practices and to carry out innovative projects together.

Following actions have been developed:

- Use of web 2.0 tools aiming the development of collaborative learning processes and the improvement of communication skills.
- Raise awareness and creation of networks.
 - Start up and development of the enterprising web Mislata.
 - Participation in the Plan of tutorial action of the school and inclusion of activities for raising awareness about self-employment.
 - Opening of profiles in social networks as ways dissemination of the project and improve the communication with people and organizations involved in enterprising.

The main activity of this initiative was the Business plan. It is a project developed in small groups of students. Every group, after a period of reflection, decides to set up a company from an idea. It is very important that they decide by themselves what company they want to carry out, because previous experiences show that when the project is chosen the work during the course is more valued by students and they assume it as their personal creation, and it means a high level of motivation. The result is a business plan in digital format and a web of the company created by the students.

The most remarkable is the high level of motivation and involvement of all the students and teachers.

Sources :

- <https://ojs.uv.es/index.php/anejos/article/download/1820/1328>
- <http://www.emprendedoresfpmislata.com/joomla/>



2. “INICIA FP”

INICIA FP is a project that aims to produce the contact between teachers interested in investigating new ways of working in VET schools and new ways of relation between schools and companies. The main objective of the project is to carry out an innovative change in the management of VET schools, aiming the link between them and companies to create new and valued ways of relation.

The project have the following specific objectives:

- To raise the motivation of teachers and students.
- To promote the collaborative learning of teachers and students.
- Updating of methods and contents.
- Improvement of competitiveness of companies.
- To contribute to a higher social wel-fare.
- To develop digital skills among teachers and students.
- To set up channels of communication with external organizations that can transfer their knowledge and experience about the reality of enterprising.
- Dissemination of detected and created resources.

Main actions of project are:

- Workshop about naming. The objective is to get a good name for a mark.
- Creativity. Creativity is always linked to innovation.
- Design thinking.
- Social networks in companies.
- Forum of companies.
- Visits to companies.
- School of enterprising.

Source: <http://iniciafp.es/>

9. Which good practice tools should be included in the tool box? Provide short descriptions and links

@prendizext is a programme of dual vocational training developed in Extremadura. This programme is an active policie of employment aiming to improve the possibilities of labour insertion and professional qualification of unemployed people through integrated actions of training linked to the change of productive model and the needs of new economic activities with possibilities of creating jobs. This initiative is a mixed



programme of education and training with objective of improving the employability of unemployed people.

In this programme training and qualification alternate with effective work to allow the labour insertion of participants through professionalization and acquiring of experience in useful activities with a high social interest. This activity is complemented with internships in companies.

Actions of @prendizext programme are divided in two stages. First stage has a minimum duration of six months and a maximum duration of one year. The second stage is the practical one, and it is the stage to be developed in companies.

Participants of this programme are 18-25 years old unemployed people with priority of them who didn't take part before in programmes of education and training and have a low educational level.

This programme is funded by the Regional Government of Extremadura and co-financed by the European Social Fund.

<http://extremaduratrabaja.gobex.es/empresas/ayudas-y-programas-especiales/formacion-y-empleo/@prendizext>

One of the interview partner states, that it is very important to do research before setting up any kind of initiative, it is necessary to know in detail the situation and problems against we are going to fight. Another partner recommends us the programme "ETCOTE" (Escuelas Taller, Casas de Oficios y Talleres de Empleo) to be included in TOOLBOX. This programme was planned to fight against high rates of unemployment among youngsters with a low level of education and training and with problems of labour and social insertion. The programme trained the youngsters as professionals of different professions in danger of disappearing at the time they put in practice all they have learned to restore and renovate the historical heritage and important damage buildings.

10. Suggestions for reducing drop out and early school leaving

We asked the interview partners, what could be done to reduce the drop out rates. The answers were mostly directed to prevention. They remark the importance of acting from the beginning, from the basis of the problem. It is necessary that VET teachers have the same knowledge and skills than teachers in secondary schools and to get that they need to be trained the same way, mainly in counselling and from an educational point of view. One of the main detected problems is that most of VET teachers have a technical profile, they



know very well a profession from a technical and a practical point of view but they have problems for communicating so, it is necessary teach them in how to teach and develop knowledge and skills focused on how to guide the students.

It is also important to act from the beginning with students, acting in the selection stage, maybe if youngsters consider what studies are better for them taking into account the pros and cons and not acting by impulse they can choose a more suitable course for them. It is a key factor the role of counsellors even before the start of educational process.

One of the interviewed partner insisted on the need of creating specific tutorial tools for VET students because in Spain the profile of these youngster sometimes is different because of several reasons (social class, family, neighbourhood,etc.).

Another interviewed partner think that it is possible to take advantage of the good practice we have in Spain in counselling in the field of training for employment (depending on labour authorities) and apply it in VET schools because the existing tutorial tools in VET are not enough.

Another barrier is the lack of communication between teachers and counsellors, last ones use to act when teaches demand it and sometimes it is not enough or the intervention comes late.

11. Important knowledge, skills and competences of trainers and counsellors

In the view of one interview partner the most important ability of a helpful trainer or counsellor is to be a specialist, to have a good command of his/her subject. From the point of view of another partner it is necessary not only to have teaching skills and knowledge but to know the educational system and the labour market, situation of companies, etc.

Other interview partners insisted in the importance of knowing the economic reality and the labour market and also in the need of to be permanently updated.

SOURCES:

- <http://ec.europa.eu/eurostat>
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