In-VET

Preventing Initial Dropout and fostering trainee`s inclusion

Deliverable 11 | WP2

National reports on iVET offers, dropout levels and lack/existence of attractiveness, including good practices of successful strategies
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Summary

The main objective of WP2 “Needs analysis and desk research” is to collect information directly from the target-groups of the In-VET initiative in order to have an overview about the VET systems of the partner countries and to ascertain the training needs of the educational practitioners staff involved in VET-education.

In order to accomplish this aim, the partnership has conducted a thorough analysis that comprised field (surveys, interviews and focus groups) and desk (bibliography and web) research methods. The present deliverable aims to be a compilation of the national reports conducted by each partner-country on iVET offers, dropout levels and lack/existence of attractiveness, including good practices of successful strategies for fostering the inclusion of trainee’s at risk of dropping out from the vocational education and training system.

In detail, this reports starts by presenting an overview of the dropout rates in each of the partner countries – Portugal, Spain, Italy, Austria and Germany.

It is a common fact that the early school leaver’s dropout rate varies very much throughout the EU as well as throughout the countries involved. Italy, Portugal and Spain are still far away from reaching the target of the agenda 2020 – less than 10% ESL-rate by 2020.¹

Section 2 of this report presents the main reasons for dropping out in each country according to the research results and identifies the main risk factors associated to these reasons, based on the “Stop Dropout” scale². Section 3 presents the programmes, initiatives and best practices taking place at national level aimed at improving the overall quality of the VET systems and attempting to further engage students in the educational programmes, thus preventing dropouts. The final section of this report will provide some conclusions and recommendations for improvements that will be taken due consideration within the In-VET project materials and outcomes to be developed.

Based on the information collected through the desk research, it is clear that still there is a strong and pending need for action – not so intensively but also in countries like Austria and Germany, who have already reached the EU-agenda 2020 concerning this matter – especially in Portugal, Spain and Italy. For more detailed information about any of the analysed countries, we invite you to read the corresponding national report (annexes).

¹ The European Union defines early school leavers as people aged 18-24 who have only lower secondary education or
² Further information can be seen in www.stop-dropout.eu
Introduction

The In-VET project, supported by the European Commission under the Lifelong Learning Programme, aims at encouraging, inspiring and supporting VET professionals (including iVET managers and trainers) and vocational tutors/counsellors to prevent trainees at risk of dropping out from the vocational education and training (VET) system.

In detail, In-Vet aims at developing a toolkit to be available at an online training and resource centre, including networking features, targeting iVET managers, teachers/trainers and tutors/counsellors:

1. Allowing them to develop skills to detect at an earlier stage trainees at risk of dropping out the VET system and to design and implement suitable strategies to deal with this phenomenon in their daily training sessions.
2. Enabling them to prevent the increase of earlier leavers rates and reduce the current rates by designing and implementing “action plans” aimed at generating more attractiveness of the iVET offers at their institutions.

To accomplish this aim, the project will generate the following results:

- Online-questionnaire in order to identify young people at risk on time.
- Counselling guidelines for trainers, teachers, tutors, managers and similar professions in VET in order to support young people at risk individually.
- Online-portal with training methods for trainers, teachers, tutors and managers in VET to be able to specifically work against dropout.

With the In-VET results the partnership expects to achieve:

- Increased awareness towards the negative impacts of iVET earlier leavers high rates and the necessity of combating the phenomenon of earlier leavers and of promoting strategies to deal with it.
- Design and development of strategies, tools & resources addressed to iVET managers, teachers/trainers and tutors/counsellors aimed at supporting their skills development, enabling them to detect at earlier stage trainees at risk of dropping out or of failure and implement in their daily training practices strategies to deal with potential dropouts.
- Promotion of the development of skills and networking opportunities among iVET managers, teachers/trainers and tutors/counsellors, improving their understanding of the phenomenon of early leavers and their competencies to develop “action plans” to promote higher attractiveness of iVET courses.
Main conclusions of the National Reports

on iVET offers, dropout levels and lack/existence of attractiveness, including good practices of successful strategies
The following pages provide a brief insight into the main conclusions of the analysis performed by each partner country regarding iVET (initial vocational education and training) panorama. The countries under analysis were Portugal, Spain, Italy, Germany and Austria.

This research has started by focusing on the status of dropouts from the iVET system and included information about rates, reasons and categorisation. In detail it aimed at gathering an overview of the national VET system, including its main trends. Then, the main risk factors for dropping out were identified through the identification of the reasons and causes for leaving vocational education. A final input was dedicated to the national bodies in charge of the prevention of dropouts and the national policies that are implemented to combat this problem.

The second part of this country analysis was dedicated to the collection of best practices developed both at national and local level to prevent dropping out from the VET-system and will also be presented in this report.

The main conclusions will be presented in the final chapter. For more detailed information about any of the analysed countries, we invite you to read the corresponding national report (annexes).

Information on the dropout rate

The dropout rate for early school leavers (ESL) is defined as the percentage of the population aged 18-24 with at most lower secondary education and not in further education or training. Research has shown that there exist many other dropout rates on national level, country-specific and quite different in the various education sectors.

a) Austria
- Dropout rate of ESL is 7,6% in 2012 (relatively low compared to most other European countries, target value of 10% for 2020 has already been reached);
- Very different dropout rates in various education sectors (depending on the type of school), dropout rate at vocational training in the dual (education) system is at 30,3 %, but this rate includes trainees who (only) changes their qualified job or their training company; most of them break off in the first training year;
- Dropout rates diverge strongly depending on region (urban vs. rural), migration background, employment and educational level of parents;
- Dropout rate varies not very much depending on sex.

b) Germany
- Dropout rate of ESL is 10,6% in 2012 (relatively low compared to most other European countries, target value of 10% for 2020 has already been reached in 2013 with 9,9%);
- Especially for the dual system (most important sector of VET) in Germany: It has to be differentiated between contract dissolution and (final) breakup of job training – as important German statistics gather (only) data regarding contract dissolution whereas in public both terms are usually put on one level;
• Contract dissolution rate of the dual system is 24,4 % for 2011 (this includes trainees who (only) changes their qualified job or their training company);
• Compared with this, (only) 12% of the trainees quit their first apprenticeship in the dual system within 36 months (regular training period) without any graduation;
• Contract dissolution rates differ strongly:
  o in the individual federal states, depending on the overall economic situation,
  o between different qualified jobs / professional groups,
  o depending on previous schooling,
• It varies not very much depending on sex.

c) Italy
• ESL-dropout rate is 17,6 % in 2012 compared to 22,3 % in 2005, but still above EU-average;
• The southern regions usually present higher rates than the rest of Italy;
• Great differences between general education and technical and vocational institutes, where dropout rates are much higher;
• The first year of upper education reports a higher level of dropout rates in all types of school;
• Females usually show a better performance in attending final examination than males, especially in technical institutes and vocational institutes.

d) Spain
• ESL-dropout rate is 24,9 % in 2012 compared to 30,8 % in 2005 (slow decreasing), but still above EU-average;
• ESL-dropout rate alternates extremely between the different Autonomous Communities – in some communities the rate is more than twice as high than in others;
• ESL-dropout rate for males is obviously higher than for females over the years.

e) Portugal
• Between 2005 and 2012, the country managed to reduce the ESL-dropout rate from 38,8% to 20,8% – but is still much higher than the EU-15 and EU-27 average;
• Dropout rate diverge strongly depending on sex - male students demonstrate a much higher percentage of school leaving/dropout compared to female students;
• Dropout rate diverge strongly depending on the region – but there is a tendency for an increased balance in terms of school leaving between all regions, with no special differences between any of them – the central region of the country is the one displaying the lowest rate of ESL.
Reasons for dropping out

Research reveals that the reasons for dropping out in each of the countries under analysis are rather diverse and depend on a wide variety of factors. The following section will provide a more detailed insight on the reasons why VET students dropout from the educational systems:

Austria

The analysis has been conducted based on the following categories and reasons:

- **Macro-level (society):** Labor market situation, inequality of opportunity for students from socially weak families, early selection process in the school system, lack of potential analysis and professional orientation, permeability of the education system in need of improvement, lack of supporting structures at schools, grade repetition;

- **Meso-level (family, school, peers):** Extent of support from friends and family, parenting style and role model effect of parents, parenting behavior (little emotional warmth, poor attention to children’s needs, no adequate control behavior, lack of support in school matters, lack of parenting skills, negative school experience of the parents, domestic violence and so on), social milieu, school environment (relationship teachers – students, school and class atmosphere, teaching methods, resources at school, manner of promoting student performance;

- **Micro-level (individual person):** Personal skills, talents, behavior, personal values, biographic events, physical and mental health, identity, work outside of school.

Germany

The analysis has been conducted based on the following categories and reasons:

- **Company-related reasons (most often):**
  - Conflicts with trainers or company bosses
  - Bad instruction of training contents
  - Inconvenient work hours;
  - Tasks not related to the training
  - Private reasons
  - Health reasons
  - Changes in family situation

- **Occupational reasons:**
  - Job is not ones desired profession
  - Notion of the job does not correspond to the job reality

- **Scholastically reasons (relatively seldom):**
  - Bad instruction of educational content;
  - Mental overload;
  - Exam anxiety;
In most cases it is not an ad-hoc-decision - mostly elapses a period of two weeks up to eight months, so dropping out does not take place carelessly and there is a lead-time in which warning signals can be perceived and preventive actions can be initiated.

Italy
The analysis has been conducted based on the following categories and reasons:

• **External causes:**
  o *Economic development*: divide between highly industrialized areas of the north and underdeveloped areas of the south
  o *Home environment*: In poor families the value of education is underestimated and the access to information and education is limited.
  o *Perception of the crisis of the school, which is amplified by the media*: For decade’s school, in spite of all policy makers’ speeches, has neither been a political priority nor a question to be solved. Images and articles in the media have made it appear as a run-down service, which has not helped initiatives to prevent early school leaving and has reinforced poor families’ attitudes.

• **Internal causes:** Malfunctions, stickiness and hostile factors that operate inside the school system (not all indicated):
  o Identical methodological tools with students whose needs are different, inflexible curricula;
  o Teaching approaches centered on knowledge which ignore “problem solving” techniques and so on and are unable to transfer passion for learning;
  o Lack of or poor relationship competence of teachers;
  o Weak and limited co-operation with regional vocational training agencies and job centers as well as with community organizations and professionals.

• **Personal causes:**
  o Lack of motivation;
  o Aversion to take responsibilities which are felt as too hard to cope with;
  o Lack of models and ethical values, often together with a tendency to consider personal impulses as uncontrollable;
  o Low self-esteem;
  o Feeling unsuited for the required tasks;
  o Self-pity;
  o Trouble in relationships with school friends and even more with adults;
  o Behaviors unsuited to the situation.

Spain
The analysis has revealed the following reasons:

• Economic problems
• Finding work
• Considering studies do not help to find work
• Familiar reasons
• Not like to study
• Not want to continue studying

Portugal
The analysis has been conducted based on the following categories and reasons:

• Vocational dissatisfaction:
  o Changing to another course in the same school or to another school;
  o Inadequate personal profile for the course;
  o The course is not what they expected it to be;

• Motivational dissatisfaction:
  o Being tired of studying or seeing no point in it;
  o Feeling out of place at school;
  o Having too much difficulty at school;

• Economic reasons:
  o Having to get a job and start working;
  o Having lost financial aid;
  o Unemployment in the family;
  o Having lost economic capacity due to family issues, such as divorce or separation;

• Circumstantial reasons:
  o Having changed residence (within Portugal or abroad);
  o Military service;
  o Health reasons.

Main risk factors identified
Research has revealed that there is a great number of risk factors, which play a decisive role for students dropping out from the VET systems. They can are detailed below:

Austria
• Former experiences at school;
• Learning difficulties;
• Readiness to learn/determination;
• Self-evaluation as a student;
• Behaviour and well-being at current school;
• Job orientation;
• Social behaviour;
• Parental support;

3 Reasons according to the research-study made by ANESPO in 2012
• Parental control;
• Family and social environment/background;
• Activities besides school;
• Influence of Peer-group;
• Emotional stress and physical loading;
• Motivational factors.

Germany
• Low qualification
• Migration background
• Parents have no professional qualification
• Father carries out a lower qualified job
• Coming out of school with bad marks and attending a transition activity
• Doing an inter-company vocational training
• Making an apprenticeship in a service occupation
• Qualified job is not the “dream profession” – most decisive.

Italy
• Influence of peer-group;
• Social behavior;

Spain
• Lack of family involvement, support and/or engagement;
• Lack of student’s motivation;
• Lack of student’s interest;
• Lack of educational coordination and teamwork;
• Lack of mentoring effective and personalized assistance;
• The curriculum is not compatible with students’ interests and needs;
• Inappropriate use of pedagogical methods;
• Lack of preparedness from counselors to deal with students at risk;
• Lack of management leadership;
• Deficient internal reflection and evaluation (systematic).

Portugal
• Family with low levels of income;
• Family with poor academic qualifications;
• Insufficient recognition of the value of attending school;
• Students and/or families living in difficult or extremely precarious social environments;
• Poor/lack of parenting support;
• Poor/lack of student’s interest/motivation;
• Poor/lack of relationship between the parents, the students and the teacher/school;
• Students performance at school education, especially with a history of retention/repetition.
National activities regarding the dropout-issue

This section will detail a set of national policies to prevent dropping out of the VET-system, which is visible at the decreasing early school leavers’s dropout rates in all countries. Details of selected best practices are presented in the next chapter.

Austria

• National strategy to prevent education and training dropout is founded on the principles of prevention, intervention and compensation, comprises measures on the control system (school system), the organizational level (school) as well as the personal level (individual student). Objectives of the national strategy are the avoiding of educational deprivation, the optimization of educational offers and the increase of educational achievements.

• Best practices:
  § Österreichisches Jugendcoaching
  § Stop Dropout!

• The existing risk check and the personal profile are fitting very well and are meanwhile appreciated by the relevant ministries.

• Very positive actions implemented to decrease dropout rates.

Germany

• There exist a number of concepts and offers on federal/national and regional/local levels in order to prevent dropouts of vocational training and/or to show young people the possibility to switch successfully to another apprenticeship. They start at the different reasons for dropping out and are addressed either at the trainees or at involved actors of the VET.

• Best practices:
  § Bleib dran!
  § Ausbildungsbegleitende Hilfen (abH)

Italy

• For decades policies to prevent early school leaving have been planned and have recently been put into action with a more systematic approach. Though good regulations and guidelines have been drawn up, governance of the process has been weak and there exists no general plan providing teachers with training in new teaching methods.

• The projects examined have shown a high percentage of successful results, an average around 5% decrease in dropout rate and much more positive effects on the educational process.

• Best practices:
• School inclusion  
• Stay@school

Spain

• Big efforts have been made in the last years to improve the attractiveness of IVET Diplomas. The raise on the number of students following the VET itinerary in the education system clearly show success and the different pathways between the general academic stream leading to University or the VET studies are striking for a balance that can contribute to reduce mismatches, reduce drop-outs, improve people’s qualification levels and raise the competitiveness of the economic sectors and companies.

• The basis for a dual system was set in November 2012 together with further development of the training and apprenticeship contract in the legislation on labor market reform. Its aim is to increase youth employment. The legislation aims to lay the groundwork for a progressive introduction of the dual principle in vocational education and training (VET) in Spain and to foster more collaboration with and participation of companies. The dual system is intended to close ties between companies and VET providers, joining forces and promoting a greater involvement of learners in the workplace during the training period.

• Best practices:
  ▪ Construyendo un lugar más bonito (Building a nicer place)
  ▪ Students at risk group
  ▪ PCPI (Program of Initial Profesional Cualification)

Portugal

• There are several programmes/measures over the years that were implemented by national bodies and authorities addressing young people / trainees with significant degree of success;

• No contents or training actions have been found on early school leaving directed towards the target group of the INVET-project;

• Best practices:
  ▪ Escola Profissional Digital (Professional Digital School)
  ▪ Prevenção do Abandono Escolar –Projeto PIEPA
Best Practices
Austria

<table>
<thead>
<tr>
<th>Title, name</th>
<th>Österreichisches Jugendcoaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact organisation</td>
<td>NEBA</td>
</tr>
<tr>
<td>Website</td>
<td><a href="http://www.neba.at/jugendcoaching">http://www.neba.at/jugendcoaching</a></td>
</tr>
<tr>
<td>Location</td>
<td>National</td>
</tr>
<tr>
<td>Target group</td>
<td>Students</td>
</tr>
</tbody>
</table>

**Description**

In January 2013 started a measure that has been developed by the Ministry of social security and the federal social office. The Austrian Jugendcoaching is available all over Austria for schoolboys and schoolgirls from the individual 9th school visit year. The aim of this project is to prevent disorientation, exclusion danger and early school leaving by professional consultation and assistance.

On the hand of the elevations carried out by the class teachers of the youngsters the youth coach can become active. The regulations given by the federal social office provide a one up to three-stage consultation process:

*Step 1 – first conversation*

In a first conversation all identified youngsters receive comprehensive base information. If necessary the parents or teachers of the student can be also consulted as important attachment figures. About three units are planned for the first step. In this period should be found out whether all sides as necessary judge another consultation and company and the student should be passed over to step 2 of the care process.

*Step 2 – consultation with Case management beginning*

In the focus of this step stand above all the youngsters who have to fight with disorientation and deficits at school. Over a period of maximum three months approx. 8 consultation units are planned for this phase.

If it is necessary that the youngsters take up continuing measures, the youth coaches guarantee that it comes to a at most seamless transfer of the youngsters to a suitable subsequent measure.

*Step 3 – company for the purposes of a Case management*

For those youngsters who need a more comprehensive care on grounds of her many-sided problem situations (e.g., problems with the family, debt problems, delinquency, addiction problems and similar) the Jugendcoaching offers an adequate company:

The job of the advisers in the Jugendcoaching (mainly social workers and psychologist) is to preserve the overview about all expiries, to guarantee an optimum resource use as well as to provide for the interlinking of all involved persons and institutions.
### Stop Dropout!

<table>
<thead>
<tr>
<th>Title, name</th>
<th>Contact organisation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Contact organisation</strong></td>
<td>Blickpunkt Identität</td>
</tr>
<tr>
<td><strong>Website</strong></td>
<td><a href="http://www.stop-dropout.eu">www.stop-dropout.eu</a></td>
</tr>
<tr>
<td><strong>Partners</strong></td>
<td>AMS, BSP Vienna, Bfl, WIFI, Ibis Acam, different schools in Vienna</td>
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<tr>
<td><strong>Location</strong></td>
<td>National</td>
</tr>
<tr>
<td><strong>Target group</strong></td>
<td>Students</td>
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</tbody>
</table>

**Description**

The holistic approach of stop dropout! Includes finding at-risk individuals, evaluating their needs and providing them with flexible support. It is addressed to teachers, trainers and tutors and enables them to identify those learners who are endangered and to recognize risk factors for school leavers early enough.

Stop dropout! is consisting of three tools:

1. **The Risk Detector**, an interactive electronic tool to identify students at risk,
2. **The Personal Profile** to systematically assist at risk students to examine their strengths and weaknesses and learning environment so they can define their needs in order to better fulfill their educational and personal goals.
3. **The Flexible Prevention and Support System**, a framework for counselors and other professionals working with young learners, based on individual needs provides suitable support through active cooperation and coordination between relevant institutions within the personal and social environment of the young person.
**Germany**

<table>
<thead>
<tr>
<th>Title, name</th>
<th>Bleib dran! (“Stay tuned to it”)</th>
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<tbody>
<tr>
<td><strong>Contact organisation</strong></td>
<td>Akademie für Arbeit und Politik an der Universität Bremen</td>
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<tr>
<td><strong>Website</strong></td>
<td><a href="http://www.bleibdran.uni-bremen.de">www.bleibdran.uni-bremen.de</a></td>
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<td><strong>Location</strong></td>
<td>Regional (federal state “Bremen”)</td>
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<tr>
<td><strong>Target group</strong></td>
<td>Trainees, trainers, teachers at (vocational) schools of the craft sector</td>
</tr>
</tbody>
</table>

**Description**
- Pioneering role (since 1999)
- Concept of prevention and early intervention
- Early recognition and treating of difficult situations which may endanger a successful vocational training
- Activities for trainees: lessons in conflict treatment, start-up events, counseling, mediation
- Offering trainings for teachers and trainers in order to sensitize for possible conflicts and solution-orientated dealing, early-recognizing of dropouts
- Questionnaire and one-on-one conversation
<table>
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<tr>
<th>Title, name</th>
<th>Ausbildungsbegleitende Hilfen (abH) – training assistance</th>
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<tr>
<td>Contact organisation</td>
<td>Federal Employment Agency (BA)</td>
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<td>Website</td>
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<td>Partners</td>
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<td>Location</td>
<td>National</td>
</tr>
<tr>
<td>Target group</td>
<td>Trainees with support need</td>
</tr>
</tbody>
</table>

**Description**

- Remedial teaching and socio-pedagogical help and advice for at least 3 hours a week:
  - Tutoring in theory and practice
  - Preparation on class tests and exams
  - Tutoring in German
  - Support in problems of everyday life
  - Intermediary conversations with trainers, teachers and parents
- Entrance, proceeding and successful completion of a first apprenticeship – preventing dropout
- A second VET can also be promoted if it is necessary for a durable integration on the labor market
- Eligible are also trainees after breaking off an apprenticeship, who are not able to continue with another VET or trainees, who have finished their VET successfully, but are not able to entering into an employment contract
- Trainees with learning impairments or socially disadvantaged ones are supported to successfully complete their entry-level vocational qualification (belongs to the transition system) in order to improve their chances for a transition into a regular VET within the dual system or the vocational school system
- Entrance requirements are determined by the BA
- Small learning group or private lessons
- Usually outside the working hours (normally in the evening once a week)
Italy

<table>
<thead>
<tr>
<th>Title of the Project</th>
<th>School Inclusion</th>
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<tbody>
<tr>
<td>Contact Organisation</td>
<td>PIXEL</td>
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<td>Website</td>
<td><a href="http://schoolinclusion.pixel-online.org/">http://schoolinclusion.pixel-online.org/</a></td>
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<tr>
<td>Partners</td>
<td>Seven partners were involved in the School Inclusion project. The transnational partnership included a consortium of schools, training institutions, research institutes and schools.</td>
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<tr>
<td>Location</td>
<td>European</td>
</tr>
<tr>
<td>Target group</td>
<td>Schools (Teachers, pupils, school managers, counselors).</td>
</tr>
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</table>

Description

The European Commission in the framework of the Life Long Learning Programme - Comenius - Multilateral Projects funded the School Inclusion project. The project, promoted by Cipes and coordinated by Pixel, had the aim to identify the strategies developed in the different European countries to tackle early school leaving so as to develop a common strategy to prevent the phenomenon.

The objective was pursued by:

- The carrying out of surveys in each of the countries involved in order to acquire a deeper understanding of the national contexts and to identify the main tendencies concerning school drop outs and the relative strategies in place to overcome the phenomenon.
- The carrying out of a transnational based discussion in order to identify and use the successful cases to formalize a possible integrated proposal of intervention which valorised the best national practices in the field and to agree a common structure of a training initiative aimed at teachers to give them the necessary skills to prevent school dropout.
- The developing and testing of training materials aimed at transmitting the necessary skills to schoolteachers so that they know how to identify and prevent the risk factors, which lead to students dropping out of school.
<table>
<thead>
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<th>Title of the Project</th>
<th>Stay@School</th>
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<tr>
<td><strong>Partners</strong></td>
<td>10 partners in four different European countries were involved in the project. The transnational partnership included school, public authorities, education and training organizations, a trade union and a technical partner.</td>
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<tr>
<td><strong>Location</strong></td>
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<tr>
<td><strong>Target group</strong></td>
<td>Teachers in higher education, technical institutes and Italian vocational institutes</td>
</tr>
</tbody>
</table>

**Description**

The Stay@School project was funded by the European Commission in the framework of the Life Long Learning Programme - Leonardo Da Vinci - Transfer of Innovation Action. The project, promoted by IP Datini and coordinated by Pixel, intends to promote the use of the School Inclusion Portal in order to provide the school teachers with the skills to prevent early school leaving issue.

The project aimed at improving the portal developed during the School Inclusion project in order to transfer its contents on a Geographical basis, focusing on the involvement of teachers from different countries that the ones that were involved in the previous project and as far as Italy is concerned, spreading the use of the School Inclusion Portal in different regions.
## Spain

<table>
<thead>
<tr>
<th>Title, name</th>
<th>Construyendo un lugar más bonito (Building a nicer place)</th>
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<tbody>
<tr>
<td><strong>Contact organisation</strong></td>
<td>CEIP Antonio Machado (Mérida, Badajoz)</td>
</tr>
<tr>
<td><strong>Website</strong></td>
<td><a href="http://cpamachadomer.juntaextremadura.net/">http://cpamachadomer.juntaextremadura.net/</a></td>
</tr>
<tr>
<td><strong>Partners</strong></td>
<td>Pedro Lozano</td>
</tr>
<tr>
<td><strong>Location</strong></td>
<td>National Level</td>
</tr>
<tr>
<td><strong>Target group</strong></td>
<td>Secondary</td>
</tr>
</tbody>
</table>

### Description

They have developed a project in a disadvantage area. High level of absenteeism and problems with the curricula. They have many immigrants for different countries. They act in different areas: Reception; learning, participation of the families. The main objective was to encourage students and families to come to school/classes. The engagement of the teachers was total since the beginning. The school organize a committee of mediation, to solve the conflicts. They organise literary workshops, to promote the dialogue, extra activities after school. The absenteeism was down from 40% to 16%. The involvement of the parents in different groups was also successful.
Title, name | Students at Risk Group
---|---
Contact organisation | Tajamar School
Website | [http://tajamar.es](http://tajamar.es)
Partners | Santiago García
Location | Local Level
Target group | Secondary

Description

To set up a group with students at risk has been a very positive task for Tajamar, not only for the students, but also for the teachers and parents.
The students knew why they were involved in this project and their own aims, areas to be improved: academic, personal development, task and so on: they were the really protagonist. They assumed their responsibility as part of their maturity.
The teachers adapted the curriculum, their explanations, and activities to these young students. They supported them individually and encourage them to improve themselves esteem, working closely to the tutor, supporting the Educative Plan for the students, etc.
The parents have being more conscious of the problem, have being more collaborative with the school and they have assumed that they are really the first responsible for their children: the school is to assist them.
They have also tried the free time: Very important matter for young people, with a big incidence on their development. The sport is considering a very important matter in Tajamar. The sports are a very good way to acquire and develop values, which will help to improve the personal and academic performance of the students.
Title, name | PCPI (Program of Initial Profesional Cualification)
---|---
Contact organisation | Each Autonomous Community
Website | http://www.educacion.gob.es/educa/incual/ice_OfertaFormativa_CNCP.html#PCPIs
Location | National Level
Target group | Students without Educational Secondary Level

**Description**

They are aimed at students who have not obtained the Diploma in Secondary Education. The educational authorities are responsible for organizing these programs. One of the objectives of the PCPI is that all students achieve, at least, a level one qualification CNCP (National Catalogue Professional Qualification) as well as having the possibility of successful labour market integration and expand basic education to study in different teaching skills.

Its modular structure includes:

- Specific modules referring to units corresponding to level one of CNCP (National Catalogue Professional Qualification) competition.
- General training modules that enlarge basic skills and foster the transition from school to employment.
- Voluntary Modules, leading to the award of Diploma in Secondary Education.
- Students who pass the compulsory modules obtain an academic certificate recognised by the educational authorities. This certification gives the right to obtain professional certificates issued by labor authorities.
### Portugal

<table>
<thead>
<tr>
<th>Title, name</th>
<th>Escola Profissional Digital (Professional Digital School)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization contact</td>
<td>Luís Agostinho - Director</td>
</tr>
<tr>
<td>Website</td>
<td><a href="http://www.escoladigital.com">www.escoladigital.com</a></td>
</tr>
<tr>
<td>Partners</td>
<td>Involved parents: local parishes, health and research centers, university institutions, companies, local services of social action and others.</td>
</tr>
<tr>
<td>Location</td>
<td>Local level</td>
</tr>
<tr>
<td>Target group</td>
<td>Students in the 10th, 11th and 12th grades of this VET teaching school</td>
</tr>
</tbody>
</table>
Description
The Digital School has an integrated approach to early school leaving, as can be seen in the following descriptions.

- **Project School**: The student is the centre of all activity at the school and the school offers complete preparation for the professional market and for all aspects of life.

- **Teaching Staff**: Chosen in accordance with the principles and practices of the school. It is a fixed group of professionals that went through all school structures for a better degree of integration. The most important characteristic of all members of this staff is that they all love what they do and they all take part in all teaching activities. The attention given to the students and to their needs is absolute but also focused on the relationship Educational Technician/Course Director The teachers are professionals known in the market as “the best” in their area of reference (image, video, audio..), which makes the student proud of their school.

- **Equipment**: The most recent and advanced equipment, certified by Cisco and Microsoft, offering a certification at the end of the course and contributing to the pride in belonging to the school. The installations are modern, brightly collared and cosy.

- **Student Selection**: A diagnostic interview is performed on the students who enrol, allowing for the identification of the student profile and for obtaining more detailed information on their economic, social and family situation.

- **Integration**: The beginning of the school year is celebrated with a party for everyone – teachers, parents and students – and with a week dedicated to the integration of all students.

- **Curricular and Extracurricular and Complementary Activities**: The School has a substantial number of activities that complement the normal program, and all students can take part in them. There are no classes, there are activity groups. Each student can find an activity at the school that gives them pleasure to perform, and in which they show a good performance at. Their participation is always supported by the teacher working in the skills of group work, problem solving, interpersonal communication, empowerment and reinforcement of self-esteem.

- **Sports Tournaments**: In the context of mandatory sports activities, the school offers different sports tournaments, including football tournaments. During the summer, the school provides canoeing classes given in specific, appropriate locations.

- **Research visits and travels**: They are part of the curricular and extracurricular programs and come in many different shapes and at many different times, varying from year to year. In these travels, stimulation for competitions of all types is provided.

- **European exchanges**: These are encouraged and supported all year long.

- **Parent’s sessions**: Whenever the parents’ presence is required for a particular reason.

- **Studies, Support and Recovery**: The school provides extra support in the subjects in
which students presents highest unsuccessful rates.

Students at risk are subject to a permanent surveillance by the Educational Technician and the pedagogic director. Depending on the subject and the issue, they can get in touch with the School Psychologist, with the parents or with the teachers to solve a particular problem. The School has connections and close relations with the local Health Center, Social Security, Police and other community institutions that can act in order to help the student.

In order for the student to be able to finish their academic education with success, the school stimulates their interest and pride in belonging to the institution, recognizes the student’s value and allows them to understand that they are capable, stimulating their will to learn, promoting their availability and confidence in the future, supporting them with internal school resources or using adequate extreme tools appropriate for each case.
<table>
<thead>
<tr>
<th>Title, name</th>
<th>Prevenção do Abandono Escolar – Projeto PIEPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization contact</td>
<td>AEVA – Aveiro Professional School</td>
</tr>
<tr>
<td>Website</td>
<td><a href="http://www.epaveiro.edu.pt">www.epaveiro.edu.pt</a></td>
</tr>
<tr>
<td>Partners</td>
<td>Involved parents: local parishes, health and research centers, university institutions, companies, local services of social action and others.</td>
</tr>
<tr>
<td>Location</td>
<td>Aveiro region and National Level</td>
</tr>
<tr>
<td>Target group</td>
<td>Young students between 14 and 20 years of age</td>
</tr>
</tbody>
</table>

**Description**
This project is directed towards a group of young students for whom regular school is not attractive and may not, in the short term, be a part of their plans or life projects for the future, which leads to early school leaving and, eventually, extreme circumstances of poverty, exclusion, inappropriate work and social exclusion.

The PIEPA has performed a diagnostic of 15 youngsters at serious risk of social exclusion, 7 of whom in a situation of early school leaving, 4 of whom with deviant behaviors, 3 of whom performing child work – most of them display a high degree of failure to attend school and situations of risk behaviors and marginality.

The project is based on the development of skills in the areas of citizenship and environmental education, with a profound inter-relationship between the community structures, which are more directly responsible for their development, thus enabling the students to learn through a daily practice. The project has programs adapted to the students’ capabilities and needs, providing equal terms and opportunities for them to create their personal life project. This project has had the help of community resources: establishment of partnerships/protocols, in order to make it possible to have the highest possible number of formative responses. The education at school was valued as an actual life experience and not only as a method of preparation for the future, which makes it a positive and pleasant experience, preventing the premature leaving of the educational/school system.
Main conclusions and recommendations
As the dropout issue is still an urgent matter in many European countries, the national reports provide some conclusions and recommendations for improvements in the VET-system – there are lots of opportunities throughout all countries investigated.

Austria

- Although the Austrian dropout rate is low, there is need for further actions. These actions are situated on three levels:
  - Prevention;
  - Intervention – seen as (most) important for the In-VET products;
  - Compensation;
- The process of education dropout has a longer history in most cases and has started much earlier;
- It is important to include the influence of the macro-level: lack of training positions and poor career prospects have a very negative effect on dedication;
- An accumulation of the most risk factors can be observed in the field of VET training – past and future have a crucial influence on the motivation for education. Therefore, it is particularly important to detect and consider as many influencing factors as possible (see risk check).

Germany

- In order to (further) reduce the number of contract dissolutions and final break ups of VET, a number of measures are necessary. Central elements are:
  - A good quality of the vocational education training;
  - Extension and creation of regular offers for trainees and training companies for accompanying and supporting tenders (as for instance abH);
  - Holistic and comprehensive professional orientation as well as preparation for occupational choice ahead of starting an apprenticeship;
- Preventive programmes, which promote a suitable placement and a targeted further training for vocational school teachers and trainers, are missing. Especially a stronger anchoring of conflict management is necessary, as it is a main reason for breaking up of VET;
- Trainers and teachers should also be trained to recognize signals for dropping out early and to seize appropriate measures – therefore a better collaboration between training company and vocational school is required;
- Biggest backlog demand at second-chance qualifications of final dropouts: modular training in theory and praxis should be established as a full-value training route and acquired certificates should be accepted nationwide.
Italy

- The most effective actions to prevent the causes of early school leaving are to be found inside the school system. A heavy investment in human resources is needed: systematic training for teachers and other professionals involved, dissemination of good practices, revision of school yearly plans to help them cope with their tasks. All that needs networking between local Councils, Regions and the Ministry of Education;
- The improvement of school services is insufficient to combat early school leaving. A social, cultural policy is needed together with the circulation of information and a sense of community to help teachers feel supported in their task. Institutions, local governing bodies, society as a whole, starting from media, should be directly, positively responsible for the value of education as an instrument of social inclusion and cooperate to fight against the implicit mistrust of the school system, widespread in the masses.

Spain

- It is a real need to promote the cooperation between the counsellors, families, teachers, tutors and the managers;
- The value of teaching professions needs to be reasserted;
- Preventive measures must start early, not only addressing the factors being visible but also the underlying causes that, bit-by-bit, lead to a young people decision to leave school early;
- Also special support should have vulnerable families;
- Integrate external actors in the school;
- Economical resources for organising extracurricular activities;
- Encourage social inclusion;
- Clash against absenteeism in schools from the start and prevent it becoming a habit;
- Develop a real recognition of competencies;
- Individual mentor/tutor is essential to work very close to students at risk and their families;
- The transition from one educational level to another should be supervised and controlled;
- Provide second chance schools, including additional classes in school.

Portugal

- There is still an enormous gap between the description of the possible dropout reasons and the actual comprehension of how those reasons are developed over the years. The resolution of this apparent contradiction is fundamental for the preventing this problem;
• Development of structures at a local level should be promoted, allowing for the promotion of both preventive and active actions, with the aim of tackling early school leaving;
• Training of teachers and technicians in the area of specific problematic issues, allowing professionals to detect early school leaving-related issues at an early stage and identify the resources that could be useful in order to prevent them;
• Development of specific resources that can assist teachers and other educational practitioners by presenting and providing strategies for the detection of early school leaving phenomena.
Annexes
• National report Austria
• National report Germany
• National report Italy
• National report Spain
• National report Portugal
In-VET
Preventing initial VET dropouts and fostering trainees’ inclusion