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Cooperation - Innovation - Coaching - Opportunities

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Best Practices Country Reports



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1. CEPAE PROJECT - Coaching Education: Dropout Prevention

CEPAE is a two-year European project designed and implemented by organizations from Italy, Spain, Germany, and Turkey under the Erasmus + Programme - Strategic Partnerships in Adult Education, funded by the European Commission and aimed at reducing as much as possible the Early School Leaving (ESL) rate in the partner countries.

CEPAE will be developed in a context of difficulties among the different European educational systems which are trying to overcome the phenomenon that is affecting negatively the European early leavers at personal and professional background.

Looking at the partner countries, three of them have high Early Leaving Rate (ESL) rate (Italy, Turkey and Spain), whereas the partnership is also participated by Germany in which the educative system is working in a good way given that it has enviable indicators related to ESL rates.

Moreover, the fight against ESL phenomenon is one of the main objectives for the Erasmus + programme. The general improvement of education in all of the EU regions is an obligation for all state members, as mechanism to increase the levels of social conditions that provide to have a good training and educative background.

The general objective of this project is contributing to reduce, as much as possible, the ESL rate, initially in the country partners of CEPAE and, lately, in all over European Regions thanks to the disseminating activities foresee that will have a strong impact.

CEPAE contemplates the participation of two target groups in a double strategy:

– Bottom-up strategy, involving some students through their participation in an intervention model based on coaching that will produce the output O2 – Coaching Guide. It will be a guide to be used by other institutions for adopting and implementing the model, as well as containing a set of best practices that target to improve the availability of tools and ideas that could be helpful in the fight against ESL at European Scope. Directly participation of 60 students is foresee and also and indirect impact over 800 students through the educators who will participate in the project.



– Top-bottom strategy, involving the educators who are working with potential early leavers, in the implementation of the coaching intervention model as much as in the final product O3 – Cooperation on line platform, on which the educators will interact to improve the availability of tools related to the fight against ESL. This platform will be working for five years more after the end of the project, as part of the agreements that the partnership will sign with FCVPE. We estimate that 40 educators will be directly involved in the implementation of the project and 120 will be indirectly involved.

Foresee activities in the project consider a double strategic methodology:

– Theoretical methodology, focused on the theoretical analysis of risk factors that explain the ESL phenomenon in the partner countries. Analysis of available statistics and elaboration of the student profile which have a tendency to become early leaver. The target is supporting the educators with tools to identify potential early leavers.

– Practical methodology, focused on the implementation of a coaching intervention model that will be implemented by the Italian, Turkish and Spanish partners with the aim of testing its efficiency and sharing it, through the disseminating tools proposed, with all European Educative institutions by using the product O2 – Coaching Guide which will contain the main guidelines to adopt the model.

The most important final results of the project are:

– Early leavers profile, to identify them and being able to anticipate to their ESL.

– Coaching Intervention Model which will be adaptable to any educative institution at European scope.

– Improvement of the quality of educators and trainers of schools in which there is a high ESL rate, thanks to the Cooperation on line Platform that will be enriched with the collaboration of these educators.

So we will produce tools that will be useful and transferable to the frame of the fight against ESL



Finally, thanks to the local, regional, national and European partners, it is foreseen that all products and final results will have a big impact at any of the already mentioned scopes, through the disseminating activities proposed.

It looks quite reasonable to think that the project will be useful in long-term because it aims to provide the educative system with additional and innovative tools that will improve the rates of ESL. If the intervention model foreseen is a success, and we are sure about this, it will be adopted by the wider educative community.

The purpose of this study is to carry out a Best Practice review of the measures done in the schools in partner countries in order to tackle ESL. Specifically, our research team aimed to address the following objectives:

1. To provide models of national or European projects in partner countries
2. To make known the target groups of these projects with the goal of knowing the extent of ESL measures in the corresponding country
3. To research the methodology in the given projects in order to use some of the suitable issues in the project interventions in partner countries planned in the project
4. To compare the results of the projects, involved actors, support at local, national and European level to increase the efficiency of the projects and particularly positive effects of the measures for improving ESL in the schools from corresponding country

This study is one of the first outputs of the project CEPAE in order to achieve its objectives.

Project Partners

“Fundación CV Pacto Empleo Valencia (FCVPE), Spain (coordinator)

Institut Arbeit und Technik (IAT), Germany

Sinergia s.c.s., Italy

Generalitat Valenciana, Spain

ANKARA PROVINCIAL DIRECTORATE OF FAMILY AND SOCIAL POLICIES, Turkey

The project’s website is now online and fully accessible. Visit cepae.eu!

All interesting information of the project can also be found on our [Facebook Page](#).



2. BEST PRACTICES IN PARTNER COUNTRIES: OVERVIEW

According to CEPAE's research, **early school leavers** throughout Europe share a **similar profile**. Generally, they have a migrant or socially disadvantaged background. Geographical provenience of students and parents' level of education represent additional discriminants in the identification of early school leavers in the partner countries. The phenomenon is concentrated in the first 2 years of high technical schools. It is important to identify ESL's profile in order to design appropriate intervention activities and **tailored actions**.

The analysis of **best practices** addressing ESL highlighted the **need for a comprehensive approach** taking into account not only the school context, but also the social, cultural and free time context at large.

Table 1: BEST PRACTICES OVERVIEW

Best Practices	Target Group	Methodology	Obtained Results
ITALY			
<i>Diritti a Scuola</i>	Primary School students and those completing first two years of secondary education	Providing support to poorer students and those from migrant communities: esp. in fields of linguistic and science in primary schools, Italian and mathematics in secondary schools.	<ul style="list-style-type: none"> • Decrease in drop-out rates • Increase in reading skills • Project extended, including support for technical and professional skills; psychological support and intercultural mediation
<i>Frequenza200</i>	Schools, teachers and families in neighbourhoods; 6 Italian regions involved	National network and online forum where experiences and best practices are shared	<ul style="list-style-type: none"> • Involving teachers and students of primary and secondary schools • Improvement of school performance and participation in school projects • Improvement in class group
<i>Progetta In-Contro</i>	Minors, schools and families, tested in neighbourhood in Rome	<ul style="list-style-type: none"> • Developing operative tools to tackle Early School Leaving: • Extension of school function to encourage personal orientation 	<ul style="list-style-type: none"> • Theoretical toolbox • Significant improvements in school records and socialization activities • Incentivizing personal motivation
SPAIN			
<i>Plan de Refuerzo (PROA)</i>	Student at risks.	<ul style="list-style-type: none"> • Mentorship programme in Primary and Secondary Education • Reinforcement and support programme in Secondary Education 	<ul style="list-style-type: none"> • Improvement in academic performance • Increase in participation and engagement in learning activities ; Lower rate of ESL • Incorporation of families in learning pathways
<i>El Arca Association</i>	Young people of ages 6-16 in situation of social vulnerability	<ul style="list-style-type: none"> • Flexibility in the teaching-learning model • Incorporating experiences beyond school boundaries, socio-family Area, Community area 	<ul style="list-style-type: none"> • Development of network of regional partners • Working together a wide variety of actors and profiles

			<ul style="list-style-type: none"> • Organisation of Day Center
<i>Lindar Foundation (Secon Change School)</i>	Young people in vulnerable situations	<ul style="list-style-type: none"> • Professionalizing workshops, skills for labour market integration • Support for returning to schools • Educational and career counselling 	<ul style="list-style-type: none"> • Increase in willingness to continue training • Increasing interest to return to intermediate Vocational training
TURKEY			
<i>The Project of Voluntary Ambassadors and Vocational Education for Women</i>	Women and young girls who left education system	<ul style="list-style-type: none"> • Improving professional and personal skills • Educational training courses 	<ul style="list-style-type: none"> • Launching in 81 provinces • Supporting employment • Activation of local resources • Efficient use of human resources
<i>The Girls' Education Campaign</i>	Young girls in primary education level; 10 south-eastern provinces	<ul style="list-style-type: none"> • Gender review analysis • Inter-sectoral cooperation • Raising public awareness • Promotion materials, training manuals 	<ul style="list-style-type: none"> • Effective social mobilization • Incorporation of families and local actors • Countrywide implementation program
<i>Technical Assistance for Increasing Enrolmen Rates esp. for Girls Grant Program</i>	Girls in primary and secondary education; teachers, parents and local actors	<ul style="list-style-type: none"> • Monitoring system of attendance and drop-outs • Psychological guidance and counseling services • Promoting awareness-rising of parents 	<ul style="list-style-type: none"> • Positive impact on young students • Increase in enrollment rates • Decrease in drop-out rates • Enhancing vocational skills and competences
GERMANY			
<i>Exchange Chains up to the</i>	Young students in	<ul style="list-style-type: none"> • Potential analysis 	<ul style="list-style-type: none"> • Positive effects on the integration of at-



<i>vocational training qualification</i>	secondary education level and in vocational training stage	<ul style="list-style-type: none"> • Workshop days • Individual full-time and coaching for students at schools 	<p>risk youth</p> <ul style="list-style-type: none"> • Extension of the project for long-term • Various experiences in participating schools
<i>Second Change</i>	Young people in secondary education level and in vocational training stage who are at risk as a result of truancy	<ul style="list-style-type: none"> • Tailored support • Case management • Needs analysis • Development of monitoring system 	<ul style="list-style-type: none"> • Positive impact of case management • Increasing interest of young people • Increasing trust between project staff and students
<i>Securing School Success</i>	Children and young adults at risk of drop-out or repeating classes	<ul style="list-style-type: none"> • Developing and providing individual support • Student-focused teaching methods • Incorporation of local and regional actors 	<ul style="list-style-type: none"> • Reduction of class repetition • Positive evaluation of content-related goals of the programme

3. BEST PRACTICES IN ITALY

“DIRITTI A SCUOLA”

One of the most well-known and effective policies implemented by the Italian government is the “*Diritti a Scuola*” programme.

“Diritti a Scuola”, developed in the Apulia Region from 2009, was based on a preventative approach to keep children in school, with a set of actions targeted mainly at primary school students and those completing their first two



years of secondary education. A high priority was given to helping children with disabilities and youngsters from disadvantaged backgrounds. Interventions were particularly focused on the schools with the highest drop-out rates.

“Diritti a Scuola” was designed to help deliver two main actions:

- 1) to improve the study of linguistics and science in primary schools,
- 2) to develop the teaching of Italian and mathematics in secondary schools. In addition, “Diritti a scuola” offered counselling, educational and vocational guidance, and intercultural mediation to students and their families.

Particular attention was paid to providing these services to poorer students and those from migrant communities.

Head teachers, along with permanent and part-time teachers were all involved in delivering the new services and monitoring the progress of children. Ensuring stronger collaboration between full and part time teachers has been key to delivering the project in a seamless fashion. Finding better ways to work together has, for example, provided scope to organise students into different groups according to their learning abilities. Plus, interventions have been integrated into the schools’ yearly planning, which has helped to upgrade language and science teaching in general. “Diritti a Scuola”’s Help Desk, established to deliver counselling and information services, has proved to be hugely popular. More than 50.000 students (about 30% of the student body in the project schools) and 10.000 families have used its services. In addition, numerous migrant students and their parents have profited from the



Help Desk's services, particularly its cultural mediation, which is helping to tackle issues surrounding social exclusion and integration.

“Diritti a Scuola” has been implemented in the Apulian Region by an extensive network of primary schools, and the results have been encouraging, as its efforts to keep more children in school and playing its part in improving educational attainment across the region have born fruits. As a matter of fact, the rate of school drop-outs in Puglia has decreased from 30.3% in 2004 to 19.5% in 2011 (the national average is 17%). The percentage of 15 year-old students with limited reading capacities was reduced to 16.7% in 2012, which was below the national target of 20%. Meanwhile, the number of 15 year-olds with higher reading skills has significantly improved in Puglia over the past few years, growing from 4.2% in 2009 to 6.1% in 2012.

The province of Bari has been the most involved in the project, with an estimate of 40.2% of the total students in the project in 2015. On the other end of the spectrum, the province of Brindisi has been the least involved in the intervention, registering the participation of 9.63% of the total students. Comparable values are shared by the provinces of Lecce (18.7%), Taranto (14.35%) and Foggia (17.12%). The intervention has been focusing on the most part on the primary schools (60.2%). Similar patterns of resource distribution will possibly be followed in allocating financial resources in the current and coming editions of “Diritti a Scuola”.

Total investment for the project “Diritti a scuola” is EUR 140.485.130, of which the EU's European Social Fund is contributing EUR 75.234.327 from the Operational Programme “Puglia” for the 2007 to 2013 programming period. The project was so effective that its success was recognised by the European Commission, which awarded the project the RegioStars Award 2015 as an example of good practice in regional development and inclusive growth.



As a result of the success of the project, “Diritti a Scuola” has been extended, and from 2015 it now includes the support for technical and professional skills. In addition, every school adhering to the project has to provide mandatory appropriate psychological support for students, coupled with intercultural mediation (when necessary), training on active citizenship and legality. Schools may also choose to provide elective trainings for teachers consisting of laboratories of training/information on innovation in the fields of methodology, didactics and administration in an effort to provide a comprehensive scheme and approach to the programme.

For more information, please visit:
http://ec.europa.eu/regional_policy/en/projects/italy/tackling-school-drop-out-rates-and-improving-results

“FREQUENZA200”

A second significant good practice in fighting early school dropout is represented by the project titled “Frequenza200”, named after the amount of mandatory school days of attendance for students.

The national network part of the project is promoted by the non for profit organisation ‘Intervita Onlus’ and counts on several local and regional actors. The programme is underway in 6 Italian regions: Lombardy, Piedmont, Campania, Lazio, Apulia, and Sicily, involving 5000 students, 2650 families, 850 teachers, 750 mothers, 250 informal operators, and 350 volunteers.

The programme aims at involving schools, teachers, and families in particular neighbourhoods in such a way to focus on school as a resource and centre for training and social change. Based on an effort aimed at creating a functioning network among several different local actors, “Frequenza200” highlights the need to focus on the cooperation between informal subjects such as bars, newsstands, grocery shops, and recreational centres. The bottom line is that the school is an intergenerational actor inserted into the social texture of the neighbourhood.



The project, promoted and mainly funded by the NGO “WeWorld”, is based on the conviction that national and territorial initiatives aimed at fighting ESL need to be taken into joint consideration through the use of a national online forum where experiences and best practices can be shared. Furthermore, it is fundamental to highlight that the programme



“Frequenza200” involves the opening of a day centre for 5 days a week in the cities where the project is implemented and active in shared educational activities between schools, local institutions and social services. The programme was initially launched in 3 major Italian cities (Milan, Palermo, and Naples) and in particular in some of their most disadvantaged and criminality-ridden neighbourhoods. The cities and neighbourhoods identified are widely considered at risk as far as high dropping out rates are concerned. Therefore, the project aims at tackling this issue through the setting up of educational and relational activities involving not only students but also their families, schools, and several other local actors. A collateral effect of the activities implemented by the project will be the reduction of juvenile delinquency, which is causally and proportionally related to the ESL rate.

At the end of the first year of its implementation in Rome, these are the results reached in one of the testing venue, as example of the success of this programme:

- It was opened a day centre to implement supporting activities to the study and educational-art workshops on 191 days, involving 74 teachers and 420 students of primary and secondary schools.
- 78 students attended activities in the centre, improving their school performance and participating in new educational projects founded on the principle of social inclusion.
- The teachers and school staff confirm the improvement in the class group, the relations between students, recovery of school serious situations.

Another interesting point is the involvement of volunteers in the programme activities:

- Young volunteers who work with educators (with a commitment of at least one day per week)
- Teachers volunteers for at least $\frac{3}{4}$ hours per weeks.

These volunteers attend an initial training, in order to set their skills and competences in helping the students with their homework, playing educational and artistic workshops, interacting with minors.

“Frequenza200” is currently underway and its results are encouraging, so much so that its network of volunteers is steadily growing.

For more information: <http://www.frequenza200.it/>

“PROGETTO IN-CONTRO”

“Progetto In-Contro” is a pilot project designed to tackle ESL and tested in a neighbourhood in Rome. The programme, funded by the private company Sisal S.p.a. and sponsored by Save the Children, was formally recognised by the municipality of Rome in 2010. The support by the municipality



of Rome allowed the involvement in the project of a professional training centre and a non for profit organisation, “Onlus Pontedicontra”, active in the field of working with young people.

“Progetto In-Contro” was launched in response to a need analysis highlighting the prominence of the ESL issue in the Lazio Region. Consequently, Save the Children decided to implement an intervention strategy aimed at guaranteeing the protection of minors specifically by addressing ESL. On the basis of a need analysis of potentially at risk minors, Save the Children designed an operative approach centred on the three fundamental subjects of ESL, namely the minors, schools, and families. In addition, the approach



contemplates the involvement of the local territory and subjects, since ESL does not occur in a vacuum, but results from a variety of interconnected factors on multiple and transversal levels. Therefore, “Progetto In-Contro” elaborated operative interventions based on the concept of *welfare community*, meaning that a supportive local community has the ability to deeply change the relations between institutions and civil society.

On this basis, the project was aimed at identifying operative tools to tackle ESL linked to four main areas:

- 1) related to socio-political strategies to tackle ESL (political and programmatic area);
- 2) related to the methodology to achieve training success (school area);
- 3) related to the monitoring of the phenomenon (administrative area);
- 4) related to further activities promoted by the local territory (social or third sector area).

The methodological approach is based on the idea that the educational aim of the school agency can't be only limited to the transfer of skills and practical knowledge or to the internalization of norms, values and social expectations; school' function is mainly aimed to encourage personal orientation (the pursuit of the goals) and symbolic-cultural development.

For this reason, it is important start from two main elements: the identification of students' needs and the methods how to meet their needs.

The proposed approach takes the center of the phenomenon the three main subjects (students, school and family), giving particular relevance to the territory where the 3 main actors are the same but there is also the rest of reality.

If the intent is indeed to want to protect minors from the risk of deviance (and others), isn't possible to fully delegate actions to the school and the family; we have to consider the territory and others who for various reasons are involved in combating early school leaving, or even better to protect the minors.

It means identifying a number of useful tools referred to four main areas:



1. socio-political strategies for combating early school leaving (political and policy area);
2. arrangements for the attainment of the educational achievements (school environment);
3. monitoring of the phenomenon (administrative area);
4. further activities promoted by the territory (social sector or third sector).

The main product of “Progetto In-Contro” is a theoretical ‘toolbox’ on the interpretation of the education/training concept based on four elements: 1) tools to contrast ESL; 2) a network for the construction and implementation of welfare communities; 3) facilitators directly dealing with minors; 4) minors’ right to education. These elements constituted the methodological bedrock on which the programme’s approach is articulated.

“Progetto In-Contro”, launched in 2010 in a neighbourhood in Rome, has involved about 800 minors aged between 6 and 17 considered at risk of dropping out. The students were followed and supported inside the school premises, through the promotion of laboratory activities including enquiries and interviews centred on the topic of ESL. A particular focus was placed on training the teaching staff. Results were particularly encouraging, as 350 out of 800 minors showed significant improvements in their school records and socialisation activities, thus incentivising their personal motivation and reducing the possibility of early dropout.

For more information:

http://images.savethechildren.it/IT/f/img_publicazioni/img147_b.pdf



“STAR BENE STUDIANDO BENE”

“Star bene studiando bene” is an experimental project aimed at the promotion of well-being in schools and the prevention against any form of youth disadvantage and disorientation. The project is promoted by the Friuli-Venezia Giulia Region and managed by the Central Direction for Education, Sport, Culture and Peace – Education and Orientation Service. The initiative, implemented in 2003-2004, is made of 6 macro-projects consisting of 22 smaller projects coordinated by territorial teams.



1. SCUOLA E TERRITORIO

Comune e Provincia di Gorizia
zone viciniori



LA SCUOLA
come

luogo di formazione dell'uomo e del cittadino
luogo di istruzione e cultura
luogo di educazione
multi-culturale e inter-culturale

“Star bene studiando bene” is directed to teachers, students, and parents, and involves the active participation of a network of actors comprising schools, regional centres for job orientation, local entities, universities, and other consulting actors.

The project is active in 22 lower and higher secondary schools gathered in 6 territorial teams and coordinated by 6 leading schools. The project and its coordination was designed so as to take advantage of the number of different actors involved from the local to the regional level in a transversal and trans-sectoral approach deemed most suitable for a positive outcome.

http://www.regione.fvg.it/quaderni/Quaderno%2025_allegato_Starbenestudiandobene/files/assets/common/downloads/publication.pdf

“FUORICLASSE”

“Fuoriclasse” is a project launched as a result of a Save the Children analysis and aimed at



FUORICLASSE

CEPAE – Dissemination plan

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tackling the ESL issue. The project is characterised by an integrated approach involving students, teachers, and families with initiatives both during school time and out of school time. “Fuoriclasse” is based on an executive methodology based on the active participation of students and involves the fourth year of primary school and the second year of the lower secondary school (the passing year to the successive school level).

“Fuoriclasse” is addressed to 1350 students between 8 and 13 in the cities of Bari, Crotone, Milan, Naples, and Scalea. In Crotone, Naples, and Scalea, the project is privately funded by Bulgari and Fondazione con il Sud, while in Milan and Bari it is financed by We Care for Child Education and the Boston Group. “Fuoriclasse” was launched in 2012-2013 and, given its positive impact, confirmed in 2013-2014.

http://www.savethechildren.it/IT/Page/t01/view_html?idp=702

“PROVACI ANCORA, SAM!”

“Provaci ancora, Sam!” is an inter-institutional and integrated project aimed at contrasting ESL supporting different aspects of students’ life. The project, building on the strong interaction among the promoting entities, intends being active on the local territory with alternative educational plans and experimental relational education. “Provaci ancora, Sam!” intervenes on two different target groups, aiming at addressing prevention in primary and secondary education.



“Provaci ancora, Sam!” is promoted and implemented in the city of Turin and counts on a well-designed network of partners, entities and non for profit organization sharing the goal of the project.

The project, launched in 2011-2012 involved 31 secondary schools, 5 permanent territorial centres, 3 training centres, and 22 territorial organisations, reaching 620 minors at risk of dropping out and a variety of other subjects. “Provaci ancora, Sam!” was funded by a network of institutional actors, including the Piedmont Region.



<http://www.provaciancorasam.it/>

“PROGETTO IN.C.L.A.S.S.E.”

“Progetto In.c.l.a.s.s.e.”, coordinated by Associazione Libera Palermo, funded by Associazione con il Sud, and counting on an extensive network of partner associations, was launched in Palermo in 2014-2015 and is active throughout 2015-2016. The project was designed as a result of a need analysis highlighting the concerning ESL situation in Sicily, where the rate of dropouts is 22.5% and 1 out of 4 teenagers in Palermo does not attend

school. Therefore, the project's line of action aims at reducing ESL and providing vocational guidance through the implementation of an integrated approach. Beneficiaries of the project are 350 students, 500 families, 60 teachers, 60 operators in the third sector, and 150 volunteers.

<http://www.liberapalermo.it/index.php/news-feed/item/75-progetto-in-c-l-a-s-s-e-attivita-di-sportello>

“PROGETTO DISPERSIONE”



ESL has been extensively addressed in Sicily, where the awareness regarding the issue is high. “Progetto Dispersione” constitutes a small-scale effort made by a school in Messina to curb one of the highest ESL rate in Europe. The I.C. 2 “S. D'Acquisto” implemented a project aimed at socio-cultural, educational and relational aspects deemed as relevant aspects leading students to drop out. The transversal and integrated approach envisioned by the project worked along two main axes related to student and their parents. Through a help desk providing education counseling to students and families, the project was focused on the conviction that only putting the students, their problems, and their first-hand experience at the centre of the initiative, it would have been possible to effectively tackle ESL.

“Progetto Dispersione” was active in the 2013-2014 academic year, was funded publicly, and its results have not yet been elaborated.

http://www.icsalvodacquisto.it/pon/images/dispersione_2013.pdf



4. BEST PRACTICES IN SPAIN

PLAN DE REFUERZO, ORIENTACIÓN Y APOYO – PROA (PLAN OF REINFORCEMENT, GUIDANCE AND SUPPORT)

General description of the project

The PROA Plan for schools is a joint project between the Ministry of Education and the Autonomous Communities.

It aims to improve students' academic performance during compulsory education and struggle against early school leaving. It has been running since the academic year 2005-2006, and in the academic year 2011-2012, it involved 4 234 schools in the country.

PROA can be considered both as a preventive and intervention measure. It is preventive because it aims to address additional educational needs associated with the students' socio-cultural environment by a set of programmes to support schools. It has an intervention nature because it also provides guidance and support to students with difficulties in the last two years of primary education and the first three years of secondary education.

Two main lines of action are set up: a mentorship programme in Primary and Secondary Education and a reinforcement and support programme in Secondary Education.

Methodology

Mentorship programme in Primary and Secondary Education

This first line of action aims to address to students who do not receive a strong support from their socially and educationally poor environment, it is to say who do not receive a strong support from their family in their learning. This can be because of parents' lack of knowledge, lack of time or other factors. The programme is also aimed at public schools with high proportions of such students.

The programme is based on tutoring, provided preferentially by young monitors, selected for their maturity and above all for their ability to connect with children between 9 and 16 years



old. The tutoring is organized outside of school hours for the students to acquire basic skills, improving their reading habits and get used to an ordinary work rhythm.

The monitoring students support the teacher's work, helping students individually to acquire study habits and techniques, revise and plan school work, foster and stimulate the reading habit, update the class tasks, improve their basic skills and help to solve conflicts and promote cooperation strategies.

The second strand is based on mentoring and additional tutoring undertaken by school teachers, to reinforce student learning and make-up for shortcomings in classroom learning. Both strands are coordinated by a school teacher. Schools are free to decide how provision can best suit specific groups. The first stage in this process is to select participants in the programme. This has often been done through teachers' meetings and the use of school data.

Reinforcement and Support Programme in Secondary Education

This programme aims to change the culture of secondary school centers where, as a result of a high proportion of students who suffer "educational and cultural poverty", students themselves, their parents but also the teachers who work with them and may have low educational expectations. Thus, it is both aimed at obtaining the best individual and social learning outcomes and to ensure everyone the same opportunities.

It is directed at Secondary schools with a significant proportion of students in educational disadvantage associated with a poor socio-cultural environment. Although schools specify their needs and their priority areas of action, they always have to intervene simultaneously on a triple level: individual, family and environment.

Individual level

Attention is paid to the transition between primary and secondary, tutoring programs are provided, schools are equipped with a library, conviviality is incited in school life.



Intervention with families

Collaboration between families and school is promoted and families receive the opportunity to meet with social educational mediators.

Intervention on the environment

Tutoring is undertaken by students of later stages, extracurricular activities are proposed; so that students feel more connected to the school and a significant attention is paid in monitoring prevent early school leaving.

The most implemented actions have been in relation to academic reinforcement and collaboration with families. For instance, in Madrid, there are specific programmes to help young immigrants learn Spanish; there are intercultural mediation programmes in Aragon and Cantabria. There have also been a higher number of social educators in areas with socio-cultural problems to work directly with families and reduce students' absenteeism.

Action Levels

The PROA is a joint programme between Spanish national government and regions. Participation by regions (autonomous communities – CCAAs) is voluntary. Currently all Spanish regions take part in the Programme. Participation by schools and students is also voluntary and depends on the signature of an agreement between the school and the CCAA. The Ministry of Education has been setting the design of the programme and has provided funding since 2005, when it was first implemented. The educational authorities of the Autonomous Communities have co-financed 50 % of the programme (until 2010) and are responsible for the selection of schools. They support, monitor and assist these schools in the evaluation designed for this purpose which is held every year. In turn, the schools participating in the programme analyse their needs and are committed to its integration into the school management procedures.

For its correct implementation and positive results, the collaboration and coordination between local, regional and national governments on the one hand, and between teachers,



school counsellors, families and social educational mediators on the other, is fundamental. There is a need for a cross-sector, multi-disciplinary approach.

Results/Impact

Implementation

According to the programme's evaluation, several factors are critical to enable its implementation in an effective way: an adapted financing is required; support from central and regional administration is also critical in order to strengthen the capacity of the centers to attend the most vulnerable groups and train the professionals, the learning approach; recognizing the emotional and social aspects of learning, is also a key aspect of the implementation of the project; and, finally, ensuring a feedback loop is crucial to enable the Programme's continuous improvement.

Feedback

PROA has had a specific evaluation system, being applied yearly since 2006, gathering nationwide data. In the last evaluation, corresponding the 2010/11 course, 70.000 participants from centers throughout the country were evaluated. Also, the PROA ensures a feedback loop through the development of evaluation activities that collect the view of school staff, as well as students and their families.

The general results show an improvement in the academic performance of a significant proportion of participants, a greater participation and engagement of students in learning activities, an a lower rate of ESL, a high degree of satisfaction from schools, participant students and their families, an improvement in class dynamics and school environment and, eventually, a greater engagement of students' families in students' learning pathway.

A focus on the first action line (Tutoring, support and mentoring in secondary schools) shows that 64.7% of students who participated in the Programme pass their school year, 26.40% of them having passed all subjects (368 schools participated in the evaluation). With regard to the second line of action (support and reinforcement in Secondary Education), the



evaluation reflects that 80.15% of students pass their school year, 47.78% of them having passed all subjects (730 secondary schools participated in the evaluation).

Nevertheless, two main obstacles have also been encountered in PROA implementation: firstly, a cultural resistance to break the traditional working patterns and methodologies, secondly, it appeared quite complicated to enhance a truly involvement of parents.

Moreover, the financial cuts that can be observed since 2010 may have negative consequences in the existing and further development of the programme in more schools. Future evaluations will show if this budget reduction has a negative impact on the results of the programme and on ESL rates in general.

Sources and additional information

<http://www.mecd.gob.es/educacion-mecd/areas-educacion/comunidades-autonomas/programas-cooperacion/plan-proa.html>

http://ec.europa.eu/education/events/2012/documents/esl-proa_en.pdf

http://ec.europa.eu/education/events/2013/documents/peer-backes_en.pdf

<http://www.mecd.gob.es/dms-static/deedc524-91a1-48c2-827d-d7441ef0a36d/informe-de-resultados-proa-curso-0910-pdf.pdf>

ASOCIACIÓN EL ARCA (EL ARCA ASSOCIATION)

General Description of the Project

Asociación Arca de Noé was born in the neighbourhood of Nazareth, in Valencia, with the main objective of accompanying people who are in situation of social vulnerability.

The association manages a centre specialized in intervention with children at risk of exclusion and from that task, work on correcting the high level of absenteeism and early school leaving of the neighbourhood, in collaboration with three schools and other territorial entities.



The center acts as convivial place for educational support. It develops socio-educational and preventive intervention with children from 6 to 16 years old through study support, tutoring, study skills acquirement as well as cultural activities, sports and healthy leisure practice.

The aim is to support the process of maturation and personal development of children to promote their autonomy and social participation.

Besides, El Arca also develops two volunteer programs as well as family counselling and monitoring.

On the other hand, the centre acts as a resource centre for training and labour insertion for young people between 16 and 25 years. It aims to facilitate the acquisition of skills, competencies and job training as a key to access to the labour market and social participation factor.

Methodology

For more than two years now, the center attempts to intervene on the school reality of the most vulnerable population of the district.

The key methodological supporting this intervention is twofold:

- On the one hand, it's based on the need for flexibility in the teaching-learning model
- On the other hand, it's based on the urgency to permeate the boundaries of school curriculum, incorporating other experiences beyond the school walls or classroom logical.

In order to achieve the goal of reducing absenteeism and school failure, three areas of intervention are addressed, translated into activities/specific actions.

1. Individual education area

- **Training and recreational workshops**

Activities, workshops and recreational and educational activities dynamics based on thematic blocks conduct to strengthen educational skills and creativity as well as

enhance peaceful coexistence and social skills from an inclusive, coeducational perspective.

- **School support**

Three evening sessions of 2 hours every week, addressed to children and young people from primary and secondary schools of the three neighborhood's schools.

- **Pedagogical intervention in Punta (a different Valencian neighbourhood)**

Recreational and educational activities for children living in different settlements located in the area of La Punta (Valencia), in addition to socio-family actions and mediation as well as coordination with various institutions, organizations and social partners involved.

- **Tutored library in Juan Manuel Montoya's center**

Learning and reading promotion through different thematic.

- **Individual tutoring**

Space where children, divided into groups per level, learn and develop basic study skills that improve their learning skills and allow a greater autonomy to their schoolwork.

2. Socio-family Area

- **Family tutoring**

Regular meetings with families enrolled in the program of prevention of absenteeism and space where the school situation of the child is broached from its parents or legal guardian's perspective, in order to reach agreements and joint commitments to reduce absences from school.

- **School Mothers**

Family intervention activities, in which parents' habits and educational guidelines are shaped and where awareness may be raised among families about the importance of school and education of their children for their own development.



3. Community Area

- **Monitoring absenteeism**
- **Absences registering**

All in all, eight contracted people work on the implementation and management of the various projects, assisted by about 20 volunteers, 18 temporary collaborators and 4 students in practice.

Action Levels

El Arca intervenes in a popular and poor neighborhood of Valencia, Nazareth. Its objective is to fight against inequality and social exclusion and promote an atmosphere of conviviality in the neighbourhood. To promote such an atmosphere, the association works from a global and integral perspective, encouraging participation of a wide variety of actors and profiles. Thus, in addition to being a Day Center aimed at minors, the association also implemented a Training and Employment Integration Center and a convivial space for inhabitants. Furthermore, the association works directly with three neighborhood's schools and assists them in their struggle against school failure and early school leaving.

In addition to its work at the local level, which constitutes the bulk of its business, El Arca has also developed a significant network of regional partners involved in children and education-related sector (the association collaborates with several associations of the and with the Coordination of Day Centers of the Spanish autonomous community of Valencia).

Sources and additional information

<http://elarcnazaret.org/>



FUNDACIÓ EL LLINDAR – PROYECTO RECONÉCTATE (LLINDAR FOUNDATION – SECOND CHANCE SCHOOL)

General Description of the Project

Llindar Foundation was created in May 2005. “Llindar” is the Catalan word for “doorstep” and therefore symbolizes the possibility of teenagers to become adults, to address the professional life and to find their place in this world.

The foundation’s mission is to offer a learning space to break the succession of failures of teenagers who do not fit into the various formal offers of education. The training programmes developed in Llindar are designed to extend educational pathway of young people in vulnerable situations, prevent early school leaving, promote the return of those who left secondary school and maintain the educational trajectories of those who have accessed the upper secondary school.

To achieve these objectives the company has implemented an educational model of Second Chance School and a Training Centre alternating training and working period.

These are a response to a gap in the current Spanish educational system. Reconéctate’s project intends to deal with the early school leaving issue by enabling the return to education, emphasizing educational and personal counselling.

The project is made up of two main programmes : VENTALLers and Acceso a Medida. The former gives access to professional training to youth. A wide range of professionalizing workshops allows them to obtain sufficient personal and professional skills to integrate the labour market or encourages them to keep on training. The latter is focused on the return to the educational system, preparing young people for CFGM examinations (Intermediate Training Cycle Examination). Besides, an accompaniment and a personal, educational and career counselling is also part of the programme.



Methodology

Ventallers Programme

The programme is conceived to propose labour prospects to young people between 16 and 21 years old with no school or vocational qualifications and who are out of school without any training alternative. It offers preparation for Initial Vocational Training by combining basic training and employment guidance and a programme of support, guidance and professionalization.

It's about carrying out a wide range of workshops (carpentry, electricity, mechanics, welding, infographics, computing, etc.) that allows young people to obtain enough personal and professional skills to insert in the labour market or continue their training.

This training is complemented with individualized tutoring aiming to enhance youth motivation, self-confidence and providing the necessary support for personal and social development to offset the disadvantages of departure.

Acceso a Medida Programme

It consists in a preparation course to give access to Intermediate Vocational Training for young people between 16 and 21 years old who are, for some reasons, out of formal education. These are young people who have a desire to continue their education, but whose links with the education's world is very poor. The program goes beyond the curriculum, including professionalizing workshops (cooking, carpentry, drawing, electricity) and individualized tutoring.

The Llindar delivers a completion certificate and gives the opportunity to prepare the entrance examinations organized by the Generalitat de Catalunya to access to Intermediate Vocational Training (CFGM). The ones who don't pass the exam may be admitted into other training or are helped to integrate the labour market, either within the Llindar or other institutions.



Besides these two programmes, tutoring is also offered from upper primary to prevent future school failure.

The Foundation offers unique itineraries, approaches that mix training and work. Young people may move between different training offers, from a tailored and flexible ESO to a Certified Vocational Training.

It works with small groups of between 10 and 15 people. Each young person receives monitoring of a teacher / a tutor who accompanies and guides him throughout his educational and individual process. The selection of young people and adolescents for the different programs is based on competency.

Llindar's pedagogical model is totally based on the interests and abilities of young people. For this reason, every young person can access at any time of the year and leave as he has completed its individual process, which must not necessarily coincide with the end of the school year. The latter happens when your maturity and skills allow you to access training or employment.

One of the major values of the program is the incorporation of a transversely oriented and highly personalized and inclusive accompaniment. It is focused on the construction of a professional and life project by adolescents and young people, from an educational point of view as well as personal development. A particular attention is also paid to the transition to post-compulsory education or labor market.

Action Levels

The action of Llindar foundation focuses mainly on local level, in its educational center of the municipality of Cornolla, Catalonia. The center is formed by a multidisciplinary team, all involved in the education sector (psychologists, social workers, psychopedagoge, teachers,...).

However, apart from their action in the education center, the team also works in network with national and foreign NGOs and with other associations on several topics related to EI



Llindar's actions: school failure, youth at risk, early school leaving and school of second chance. It would have as an objective to implement a Second Chance School international network in order to share experiences and good practices at a European and Mediterranean level. Fora have already been set up to enable mutual exchange and reflection with France, Italy or Tunisia. As well, the foundation carries out advocacy work aimed at Catalan Ministry of Education and Employment.

Results/Impact

In 2013-14, the Foundation used the number of students wanting to keep on training (in Llindar or within the formal education system) as a success indicator of the project. It appears that most of students recovered the desire to build a future and are aware that training is a key to achieve their goals. In 2014, 77% of the students involved were willing to continue their training. Some even planned to attend formal Spanish Intermediate Vocational Training.

Sources and additional information

<http://www.ellindar.org/>

http://www.ellindar.org/wp-content/uploads/2015/04/El-Llindar_Memoria-13-14.pdf



SHORT PRESENTATION OF PRACTICE EXAMPLES

Integra Plan – Valencian experimental program to prevent and reduce absenteeism and school failure of students in secondary schools

This experimental programme aims to prevent early school leaving and to promote socio-educational integration of students with special needs of adaptation to the scholar environment, through supporting them in their learning careers and in their transition to working life by acting on three different scopes of activities: the area of basic skills acquisition, the practical activities' one and, finally, working on socio-personal and pre-employment training activities.

http://www.ceice.gva.es/eva/es/exp_integra.htm

Programa de Prevención, Seguimiento y Control del Absentismo Escolar – PRAE

The purpose of PRAE program is to prevent and detect as early as possible absenteeism, and its origins; ensure assistance to students, taking the responsibility for those with problems. The program is also aimed at promoting continuity of students in the educational system, preventing early school leaving in order to improve student success and promote social and labor integration of all students.

[https://www.carm.es/web/pagina?IDCONTENIDO=26442&IDTIPO=100&RASTRO=c148\\$m23581](https://www.carm.es/web/pagina?IDCONTENIDO=26442&IDTIPO=100&RASTRO=c148$m23581)

<http://diversidad.murciaeduca.es/orientamur2/gestion/documentos/planreduccionabandon.o.pdf>

Escuela Abierta TODO es IES - IES San Juan de Dios

This project offers the possibility of training the students at risk of early school leaving through practical activities and promotes a diversified education. It also aims to the overall improvement of students' learning outcomes and the conviviality at school as well as it encourages the educational community's involvement participation (families, students and



teachers) and the improvement and diversification of learning as key elements of prevention of school leaving and of socialization enhancement.

<http://premio.fad.es/proyectos/categoria-b-ed-secundaria/item/528-escuela-abierta-iii-todoesies>

Centro Socioeducativo Naüm - Hermanas de la Caridad S. Vicente de Paúl

Naüm's socio-educational center implemented a comprehensive prevention and social program in order to enable a better integration for children and young people from 4-25 years at social risk pertaining to the area of Son Roca, Palma de Mallorca. Children and youth are mainly affected by social risks posed family, economic, educational, social training and personal shortcomings.

A series of actions-programs has been set up to promote academic success in the population, avoid early school leaving and enable reintegration into the education system for those who left.

The center's work is based on a good knowledge of the territory and its population, and especially of the risk factors and vulnerability that occur in the neighborhood of the school and of children's family context.

<http://www.hermanasdelacaridadsvp.com/naum-hc.htm>

<http://naumsonroca.blogspot.com.es/>

Plano de compensación curricular - I.E.S. Antonio Domínguez Ortiz

Antonio Dominguez Ortiz Institute is located in an area particularly affected by unemployment, poverty, job insecurity, drugs and family breakdown as well as conflicts between Roma and non-Roma people.

Given the peculiarities of the neighbourhood where is located the IES, and as the standard curriculum is hardly followed by students, the educational centre has implemented a Plan of educational compensation whose main objective is to address as much as possible absenteeism and school failure, so that students may receive the best education possible.



<http://iesdominguezortiz.com>

Fundación Rondilla: Prevención de abandono escolar

The Prevention of early school leaving and reintegration to educational activities programme arises from an analysis of the reality of the neighbourhood Rondilla and the urgency of responding to identified needs. The beneficiaries are adolescents and young adults from 12 to 20 years. All of them live in a situation of deep social disadvantage.

The recipients come from broken families, ethnic minorities, are immigrants, have a history of school failure since primary school, show a high absenteeism level, have poor self-esteem, lack of basic social skills and need for individualized support.

The program aims at prevent and reduce early school leaving and, if necessary, reintegrate the educational activity.

www.rondilla.org



5. BEST PRACTICES IN TURKEY

GÖNÜL ELÇİLERİ VE KADINLAR İÇİN MESLEKİ EĞİTİM PROJESİ (THE PROJECT OF VOLUNTARY AMBASSADORS AND VOCATIONAL EDUCATION FOR WOMEN)

General description of the project

The project is carried out under the coordination of the Ministry of Family and Social Policies, at Vocational Open Education High Schools affiliated to Ministry of National Education General Directorate of Lifelong Learning. It is the second subcomponent of the umbrella project of “Toplum Kalkınmasında Gönül Elçileri”. The mentioned project has been carried out in 81 provinces concurrently.

The aim of this Program is to have our women and young girls continue their education life, who had to leave their education due to several reasons; to canalize them to vocational open education high schools and to training courses according to their interests and needs of real sector; and to upraise the women labour.

With this programme, it is purposed to increase the participation of women and young girls into labour market; to make them stronger individually and socially; to increase the opportunities for economic, social and cultural development. In an individual sense, women having more training and education opportunities can have a profession and participate in working life more actively, and they can also explain themselves better and play an efficient part in decision making mechanism.

Targets of the project

Main targets of this projects is :

- To bring young girls and women who have stayed out of formal education back to education life,
- To increase the duration of school attendance and stay in school of female students,



- To introduce the required labour force/professions at local level,
- To contribute to train the required qualified labour force for business at local level,
- To raise awareness in society regarding the education of young girls and women, and to encourage the society to be a role model,
- To support strengthening the interaction between vocational training and labour force market,
- To provide personal development training opportunities (such as leadership, mentorship, sales and marketing etc.) for young girls and women alongside their vocational trainings and educations,
- To assist young girls and women graduated from vocational open education in participating in working life , and
- To give childcare support to women studying at vocational open education high schools and having children.

This project is carried out under the coordination of the Ministry of Family and Social Policies, at Vocational Open Education High Schools affiliated to Ministry of National Education General Directorate of Lifelong Learning.



Methodology

In this project which is carried out within the scope of various collaborations, different research tools and techniques will be used in order to provide proper data and to perform target oriented activities. First of all, a literature review is conducted concerning the new national and global professions within the subject and scope of the project, and with respect to this, an evaluation is carried out. Specifically, local establishments and professional organizations and related records, reports and research results are reviewed. Local labour force requirements are determined after negotiations conducted with authorities. Situation and needs analyses are performed concerning the choice of profession of young girls and women and their situation on getting a profession. Besides, vocational education and trainings are held in Vocational Open Education High Schools, and institutional analyses are performed for the purpose of evaluating the capacity of Vocational Open Education High Schools regarding their infrastructure, personnel, equipment. For the publicity of the project, local media and campaigns are used. Vocational education and training activities are provided within the scope of the Regulations of Vocational Open Education High Schools which are affiliated to the Ministry of National Education. The vocational education and trainings held within the scope of the project are planned considering the young girls' and women's level of education and their inadequate vocational education and skills. In addition to educational training courses, there are also trainings related to communication, teamwork, marketing and sales, ICT etc. in order to improve basic skills.

Obtained and Expected Results

- Project is concurrently launched in 81 provinces.
- Young girls and women graduated from Vocational Open Education High Schools are supported to be employed regarding their graduates or field of interests.
- Local resources are motivated.
- Cooperative and collaborative work is provided.



- More young girls and women are empowered.
- In accordance with the country's needs, the efficient use of human resources is enabled.

Sources and additional information

<https://gonulelcileri.aile.gov.tr/>

http://www.balya.gov.tr/ortak_icerik/balya/GONUL_ELCILER.pdf



HAYDI KIZLAR OKULA! THE GIRLS' EDUCATION CAMPAIGN (2001-2005)

General description of the project

Haydi Kizlar Okula! (Let's go to school, girls!) is the girls' education campaign in Turkey. Led by MONE and UNICEF, this massive inter-sectoral campaign mobilizes various organizations, agencies and individuals in a drive to increase enrolment rates for girls and achieve gender parity in primary education attendance by 2005. In order to achieve this, *Haydi Kizlar Okula!* focuses on the fifty-three provinces with the lowest enrolment rates for girls. Vitally important inter-sectoral collaboration was evidenced by the formation of a Central Steering Committee consisting of Deputy Undersecretaries of MONE, the Ministry of the Interior, the Ministry of Health (MOH), Ministry of Family and Social Policies (ASPB), the Ministry of Religious Affairs and UNICEF.

The First Step

During its first year, the campaign focused on the 10 south-eastern provinces with the lowest enrolment rates for girls. Another 23 provinces were added in 2004.

A gender review analysing the general state of education in Turkey was completed in Spring 2003.

The Ministry of National Education (MONE) and UNICEF signed a protocol agreeing to work together to achieve gender parity in enrolment by 2005.

A stakeholders meeting was held in June 2003 to define clear goals and objectives.

MONE established a Campaign Coordination Office.

Provincial committees were established in the 33 project provinces.

The UNICEF Representative and officials from MONE visited all project provinces in 2003 to review progress and promote the campaign in the field.

Three UNICEF field coordinators were hired to assist implementation of the campaign.

Results generally exceeded expectations when 40,000 extra girls enrolled for primary education in the first months of the campaign.

Inter-sectoral cooperation



Vitally important inter-sectoral collaboration was evidenced by the formation of a Central Steering Committee consisting of Deputy Undersecretaries of MONE, the Ministry of the Interior, the Ministry of Health (MOH), the Ministry of Family and Social Policies, the Ministry of Religious Affairs and UNICEF.

The United Nations Country Team agreed that girl's education would be the UN Gender Theme Group's (UNGEI) priority in Turkey.

Advocacy and promotional materials such as training manuals, a visual presentation for trainers, posters, brochures, pins, FAQ booklets and videos were developed.

Print and electronic media were enlisted in support of *Haydi Kızlar Okula!* at both national and local levels, providing invaluable access to the public in order to raise awareness.

Television broadcast spots with celebrities and well-known public figures were produced.

The Minister of Education, the Head of Religious Affairs and the President himself took part in these short films - a demonstration of commitment to the campaign objectives at the highest level.

Strategies and Approaches in 2004

The goal for 2004 is to get 300,000 extra girls enrolled in primary school. UNICEF and officials from MONE will continue to monitor progress of the campaign in the field. The provision of school and classroom space will be a major challenge to all concerned.

Special attention will be paid to the provinces with the highest number of girls who are out of school. Accordingly, the priorities for enrolment are İstanbul (75,000), Diyarbakır (45,000), Şanlıurfa (40,000) and Van (40,000).

Having pledged her support to the campaign, Mrs. Emine Erdoğan, the First Lady, launched the second phase in April.

- The Ministry of Education provided free text books to all students in 2003 and again for the 2004-2005 school year.



- The Minister of the Interior requested the special support of provincial and district governors for the campaign.
- Training of volunteers, teachers, and frontline workers was provided in the provinces and an intensive door-to-door campaign was launched prior to the new school year.
- In June, governors and provincial education directors from the 33 project provinces signed a declaration of support in Ankara for *Haydi Kızlar Okula!* pledging they would do all in their power to ensure the success of the campaign.
- The President of the Republic, Mr. Recep Tayyip Erdoğan, stressed the importance of the campaign in a number of public speeches.
- The President and his wife will visit Şanlıurfa with the Minister of National Education on the opening day of the new school year, reinforcing their commitment to girls' education.
- MONE has offered a 100% tax credit to private and corporate donors who invest in education.
- The Social Solidarity Fund (SYDTF) is providing a Conditional Cash Transfer for poor families who send their children to school with an extra 20% incentive for girls.
- Say Yes, UNICEF Turkey's quarterly newsletter in English and Turkish, features regular updates and background to the *Haydi Kızlar Okula!* campaign -- two issues have been devoted almost exclusively to the subject.
- Creative approaches include mobilization of children at the local level to identify peers who are not going to school.
- Campaign volunteers have been provided with free public transport in order to help social mobilization activities.



The Next Step

- Social mobilization will continue with local teachers, school counsellors, midwives, nurses, civil servants, imams, muhtars (community leaders) and volunteers helping identify girls who are out of school and to intercede with their parents.
- Families will be notified of financial assistance available from the Social Solidarity Fund in the form of the Conditional Cash Transfer (CCT) and NGOs, volunteers, government officials and supporters of the campaign will help families to fill the CCT forms.
- UNICEF is encouraging the re-use of prefabricated temporary housing from earthquake areas as a short-term solution to the lack of classroom space.
- To increase public awareness, radio plays and short films of campaign success stories will be broadcast.
- Media representatives will be invited on field trips and updated information will be provided on a regular basis to raise public awareness.
- A telethon to raise funds will be conducted on major television channels.

Sources and additional information

<http://www.unicef.org/turkey/pr/ge6.html>



TECHNICAL ASSISTANCE FOR INCREASING ENROLMENT RATES ESPECIALLY FOR GIRLS GRANT PROGRAM

Description of the project

With 89 projects which were awarded grants within the scope of Increasing Enrolment Rates Especially for Girls Grant Program-I, hundreds of children were able to access and continue education and cooperation was ensured among the institutions and organisations. The grant program made significant contributions to increasing the enrolment rates of particularly girls at the primary and secondary education level, decreasing the school drop-out rates, enhancing the vocational skills and competences of the target group and raising awareness of the families on the importance of education.

The grant projects carried out between December 2010-December 2011, of which each was a product of full-scale effort that led to change and transformation in the field. These projects changed the lives of many children and had a positive impact.

The Beneficiary of the Technical Assistance Project for Increasing Enrolment Rates Especially for Girls (ISEG) is the Ministry of National Education and the Contracting Authority of the Project is the European Union Coordination Department of the Ministry of Labour and Social Security. The overall objective of the Project is to enhance investment in human capital by raising school enrolment rates, especially for girls, increasing the quality of education and improving the linkage between education and the labour market. Selected from 43 NUTS II provinces, ISEG will be implemented in 16 pilot provinces which were identified to have the lowest rates of enrolment, especially for girls. Outcomes of the given implementation will be disseminated in 43 provinces, particularly Hakkari and Iğdır.

Target groups of the Project for Increasing Enrolment Rates Especially for Girls are as follows:

- Children of the primary and secondary education level age groups,
- Parents and guardians of especially girls,



- Teachers who are providing psychological guidance and counselling services,
- Local community leaders, other leaders and local decision-makers,
- Mainstream media and local media representatives of the 16 pilot provinces.

By means of ISEG;

- Primary and secondary school as well as vocational school enrolment rates will be increased.
- Drop-outs will be decreased in primary and secondary education.
- Vocational skills and competences of the existing labour force will be increased
- Awareness of the families on the importance of education will be raised.

In order to attain such objectives, the following activities will be carried out during the project:

- Increasing institutional capacities of MoNE and the other stakeholders with an aim of monitoring attendance and drop-outs;
- Increasing the quality of psychological guidance and counselling services delivered in pilot schools, especially in Regional Primary Boarding Schools;
- Promoting existing incentives for increased enrolment and schooling rates, especially for girls;
- Promoting awareness-raising for parents and educational partners on the importance of education;
- Examination of the examples of best practice from the European Union

Examples of granted projects

EDUCATION IS LIFE

Efforts were exerted to direct children under risk of families especially who work as seasonal agriculture labourer and who live in Osmaniye and its vicinity to education with lesson and guidance support and to persuade families in this regard.



Final Beneficiaries and/or Target Groups: Families working as seasonal labourer, their children, students under drop-out risk and their families

Project Activities:

- Project office and team were established.
- Website <http://www.egitimhayattir.org> was formed.
- The project was promoted with the material produced.
- Education classes were formed.
- Students who are to join the course and are under risk were identified.
- The students were strengthened through extra lessons.
- Parent trainings were provided.

YES, WE ARE IN THE EDUCATION PROJECT

Awareness-raising activities carried out and family persuasion visits paid in Şanlıurfa Viranşehir contributed to girls' enrolment to a significant extent; guidance support was provided for children directed to education and efforts were made to prevent their breaking bonds with the school again.

Final Beneficiaries and/or Target Groups: Families of girls in Viranşehir centre and its villages who are at the age of primary and secondary education but are not sent to school (Approximately 2,000 people)

Project Activities:

- Project office and team were established.
- Campaign was run for access of girls to school.
- Girls who were at school age but could not be sent to school were identified and directed to education.
- Families were visited for persuasion.
- Guidance service was provided for students integrated into education.



EQUALITY IN EDUCATION, PRIORITY TO GIRLS

With the campaign run within the scope of the project about enrolment of girls and family visits paid, girls who had broken their bonds with formal education were directed back to education in Yozgat Sorgun where secondary education attendance rate of girls was very low.

Final Beneficiaries and/or Target Groups: 452 senior primary school students studying in Sorgun, Out of girls aged 14-18 living in Sorgun, 2,654 girls who dropped out of school

Project Activities:

- Project office and team were established.
- Project was promoted.
- The website www.sorguneekeo.com was created.
- Awareness-raising campaign was run for enrolment of girls.
- Seminars were organized for teachers to prevent school drop-outs.
- Lesson support was provided for students.
- Young girls who had dropped out of school were directed to open education.

BETTER OPPORTUNITIES FOR GIRLS AND WOMEN

With the project executed, demands for YIBOs were increased in Bingöl Solhan; high level of success was achieved in continuation on to secondary education with the lesson support provided in YIBO and young girls and women were directed to open education and vocational trainings.,

Final Beneficiaries and/or Target Groups: Solhan Village Service Union; Solhan YIBO; Solhan METEM; Solhan PEC; young girls who live in Solhan villages and district centre and who did not continue on to secondary education (100 people); 100 illeterate women (50 people will also receive vocational education); 6th, 7th and 8th grade students attending Solhan YIBO (448 people), teachers working in Solhan YIBO (20 people); and families of these students



Project Activities:

- Project office and team were established.
- Education Centre was prepared.
- YIBO promotion works were conducted in villages.
- Supplementary SBS education was provided for students in YIBO.
- Promotional activities were organized in districts and villages about open education.
- Functional adult literacy education and vocational education courses were provided.
- The project was promoted with materials produced.

FROM DARKNESS TO LIGHT

Within the scope of the Grant project conducted, awareness was raised about girls' education and success rate of 80% was achieved in schooling in Diyarbakır Silvan district as a result of Friday sermons and persuasion visits paid to families of female and male students who do not attend school in the district.

Final Beneficiaries and/or Target Groups: 556 girls in primary education and 4161 girls in secondary education who are not sent to school or vocational courses in Silvan, approximately 7000 women who cannot prepare for university and attend vocational courses.

Project Activities:

- Project office and team were established and screening was conducted.
- Home visits and persuasion works were conducted.
- Girls persuaded were directed to formal or open education, vocational high schools.
- The project was concluded with information seminars.

Sources and additional information

[http://kizlarinegitimi.meb.gov.tr/KEP-I/files/img/hibeler_final_kitabi\(1\).pdf](http://kizlarinegitimi.meb.gov.tr/KEP-I/files/img/hibeler_final_kitabi(1).pdf)

<http://kizlarinegitimi.meb.gov.tr/KEP-I/en>

<http://kizlarinegitimi.meb.gov.tr/en/anasayfa>



TECHNICAL ASSISTANCE FOR INCREASING PRIMARY SCHOOL ATTENDANCE RATE OF CHILDREN PROJECT

General description of the project

Technical Assistance for Increasing Primary School Attendance Rate of Children Project was introduced by Ministry of National Education Directorate General of Basic Education with the financial contribution of the EU. The project duration was 24 months and it started at 21st October 2013.

Targets of the project

In order to reduce early school leaving rates, MoNE has been carrying out several comprehensive works. In line with the activities and outcomes of this project, the Ministry aims to increase the school attendance rates in primary schools which covers 8 years of the 12-year education.

The main target of the project is to reduce the absence rates in primary school and to increase the school attendance through qualified measures and interventions.

Activities of the project

- To describe required measures and develop policy advices,
- To review the regulations and legislations,
- To support newly developed Student Monitoring Module,
- To support children with poor language skills in order to improve their basic language skills,
- To improve the staff capacity of MoNE and raise awareness of all the parties regarding this issue.



Obtained results

- A comprehensive situation analysis is conducted. In accordance with the outcomes of the analysis, policy advices are developed in order to take measures regarding the absence problem.
- The legislation is reviewed with the purpose of establishing a legal basis with new interventions developed in accordance with risk types.
- Intervention measures are provided concerning the absence of different risk groups, and these measures are put into practice.
- Concerning the absence, the capacity of MoNE staff are improved and the awareness of all related groups are raised.

Sources and additional information

<http://mebidap.meb.gov.tr/>



5. BEST PRACTICES IN GERMANY

BILDUNGSKETTEN: GRADUATION AND CONTINUATION – EDUCATION CHAINS UP TO THE VOCATIONAL TRAINING QUALIFICATION

The objective of the initiative "Graduation and continuation – Education chains is to integrate as many young people capable of vocational education and training as possible into apprenticeships with companies, to significantly reduce the number of school drop-outs, to improve the transition from school to an apprenticeship and later to professional life and to thus counteract the skilled labour shortage.

The Education Chains initiative was established by the German Federal Ministry of Education and Research (BMBF) in 2010. The initiative is co-ordinated by the Education Chains service office at the German Federal Institute for Vocational Education and Training (BIBB). The service office is a central point of contact for the stakeholders involved in the initiative.

The programme "Educational Chains" aims to support the transition from general into vocational education in the dual system as well as to prevent drop-outs in both systems. It supports young people to prepare for their general school certificate and their vocational education. The central idea is to use existing programmes, that have proved to be successful, and to connect them like links in a chain in order to ensure transparency and efficiency. Among others the initiative in particular involves the programme "Coaching for the transition to work" of the Federal Ministry of Labour and Social Affairs (BMAS) which was also expanded by the BMBF.

The "Educational Chains" programme involves a budget of € 362 million Euros 2010-2014.

The target groups are pupils and young adults in general education and vocational education who are at risk of dropping out or who are facing difficulties with the transition from school to work. They are selected for participation through an analysis of their potentials. The initiative also aims to provide parents, teachers, social workers, guidance practitioners and



vocational education teachers with a professional framework for networking and cooperation.

Methodology

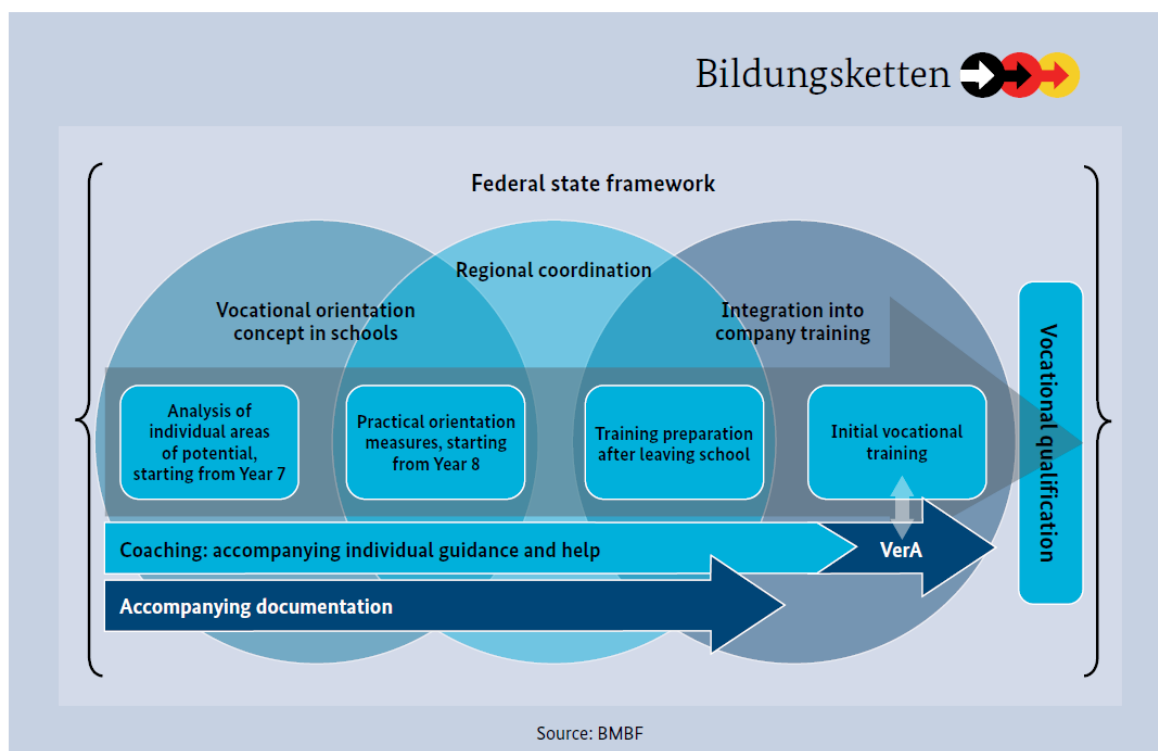
The initiative is centred on potential analysis, workshop days and individual full-time and coaching for students at schools and trainees provide by both full-time professionals and volunteer experts.

The analysis of potentials in the 7th or 8th year in participating secondary general schools focuses on key competences and assesses interests and strengths of the pupils. The results of this analysis constitute the basis for individual curricular and extra-curricular measures. It works like a compass for a structured and systematic career orientation process.

During the career choice process measures and activities are intensified and coordinated. Strengthening vocational orientation of pupils in full-time vocational schools, the career orientation programme offers all young people insights of various professional fields through short internship placements and so called workshop-days which they spend in companies

Young people make their first vocational experiences, test their interests and talents and gain confidence and optimism. During this phase schools, Employment Agencies (EA) and companies cooperate supporting the pupils with career orientation and with the search for an apprenticeship placement. Young people are encouraged to make an appointment with the career counsellor in the EA and to use the information provided at the Career Information Centre (BIZ).

Graph 1: Overview of Bildungsketten “Educational Chains”-Initiative



Source: BMBF “Report on Vocational Education and Training 2015”.

The third element involves the intervention of Educational Coaches as part of the programme “Coaching for the transition to work”. Young people at risk who are selected in cooperation with teachers and social workers are supported individually. Intensive coaching starts one year before reaching the secondary school certificate and continues into the first year of vocational education in order to ensure the continuation of vocational education in the company. The coaches guide the young people; they help with problems and difficulties following an individual support plan on the basis of the results of the analysis of potentials . They also assist the young people with career orientation. The whole process is supervised by the career counsellor of the EA who is responsible for the integration of the young person into a vocational training. Further, the Educational Coaches, who are based in lower



secondary schools, cooperate with parents, teachers, voluntary mentors and companies and other partners who may be involved.

Activities

In order to manage and coordinate the process, the BMBF set up a steering group of the federation and the Länder. This group is also intended to coordinate and match federal and Länder measures. Furthermore, a service office has been set up at the Federal Institute for Vocational Education and Training (BIBB) to accompany, evaluate and communicate the initiative.

Building on previous programme for educational coaches (initiated in 2008 by the Federal Ministry of Labour and Social Affairs) which reached 1.000 schools and supporting about 30.000 young people, the initiative “Educational Chains” complements and expands the programme since 2010 with additional 1000 coaches.

First intermediate reports on the programme “Coaching for the transition to work” based on questionnaires of all the involved actors and participants show that positive effects on the integration of at-risk youth into vocational education and training are suspected

The programmes and tools have been coordinated in the initiative “Educational Chains” in order to become more efficient. The initiative prevents young people from dropping-out of schools or spending time waiting for placements in the dual vocational education system or in continuing projects and initiatives. This is intended to save costs for youth unemployment and related societal costs.

Obtained Results

First evaluations showed that fluctuation is high among the professional coaches and guidance practitioners because of their status of being only temporarily employed. Hence, continuous personal coaching which has been intended for at-risk youth could not always be delivered



A further challenge for all actors involved is to overcome situation-focussed approaches and crisis-intervention, which have been characteristic for the transition system in the past. It is necessary to reach an ongoing, holistic and preventive guidance process which continues after the young people have left school and therefore change into another system.

The cooperation and coordination of programmes and projects run by different federal ministries is an innovative aspect of the initiative. The Federal Government and BA aim to conclude agreements with all the Länder to anchor “Educational Chains” initiative instruments in the long term .The BMBF has already concluded bilateral agreements with the Länder of Hessen, Thuringia, Baden-Wurttemberg and North Rhine-Westphalia. The agreements will be continued and expanded.

Further information: www.bildungsketten.de



SECOND CHANCE

The Second Chances for Truants programme (Schulverweigerung – Die 2. Chance) offers individual socio-pedagogical support to young people who are at risk of not being able to complete secondary and vocational training as a result of truancy.

The German Ministry of Family, Women, Seniors and Youth supported by the European Social Fund started the pilot project “Refusing school- The 2nd Chance” in 2006. It gives young people who got into a dead end a second chance. Based on an intense and individual support they manage to return to school and graduate. Case managers are constant companions and help them to return to school on a regular basis. They provide a long term personal coaching and additional support for reintegration.

Duration: from 09/2008 to 06/2014

Locations : 200 Coordination Centres (varying by conveying years)

ESF - Air flow : approximately € 98.144 million

Methodology

The program was addressed at young people from the age of twelve, who refused the school actively or passively. They should be reintegrated into the school system. In the beginning, the main focus was on were pupils in general education schools in the focus, where the graduation of a lower secondary school was possible. The assistance was extended in 2011 to vocational schools. The program aims to keep these young people inside of the school system and improve their chances of getting a degree.

To change the active or passive truancy attitude, young people would need a tailored support from different fields and long-term, trusting accompaniment.

Case management begins with the collection of individual attributes with respect to needs. These include the determination of strengths, wishes and needs of young people. Based on needs analysis, next steps for individual support services are identified and coordinated. These services were provided either by the Coordination Office itself, or switched to other



existing offers. To determine whether the targets agreed with the young people are achieved or not, the developments are constantly checked and adjusted if necessary by other forms of support. The major tasks of the coordination centres were:

- set-up and monitor of individual development and training plan
- coordination, possibly initiating and monitoring all offers of support required for the academic and social integration
- coordination of youth work
- monitoring and management of the electronic case files

To achieve main objective of reintegration and motivation of students, reliable relationships between contact persons and other participating actors should be secured. This would require a close cooperation with the class school teachers, parents and institutions in the neighborhood.

Obtained Results

The program has reached since 2008 nationwide, more than 19,000 participants in the Case Management who were in danger of active or passive truancy. 61% of these young people could be reintegrated school until an achievement of a school degree seemed no longer to be at risk.

Around 88% of the pupils stated that they have been satisfied with the received assistance.

For most of them, the coordination centers were by far the biggest help in coping with their problems. Hence, the program should be regarded with such results and performance highly successful. The key success factor has been the case management method and through his method building up trust between project staff and students.



SCHULERFOLG SICHERN (SECURING SCHOOL SUCCESS)

The initiative “Securing School Success (Schulerfolg sichern)” in the State of Saxony-Anhalt aims at supporting children and young adults who are at risk of leaving school early or having to repeat classes. The first period of the initiative had been between 2008 and 2015 in. In 2015, the new funding period has started for next five years. It is co-funded by the European Social Fund.

Methodology

In the framework of the initiative, students of all types of schools, teachers and further actors in school and youth services at the local or state level are addressed. Students should learn to discover their abilities, develop self-confidence and motivation and enhance their potential to face challenges of schools. Central aspects of the initiative encompass measures for developing and providing individual support in learning, applying a variety of student-focused teaching methods, coordinating and aligning support for students at risk and broadening of educational expertise of all relevant actors in the regional and local level.

Activities

The activities are structured in three main parts: Regional Network Centres, Social Work at schools and customized educational projects.

Graph 1: Main Parts of the Initiative



Source: <https://www.schulerfolg-sichern.de/programm.html>

The program will be carried out through more than 380 school social work projects to more than 350 schools of all types with 380 school social projects in 14 regional network offices. The organisation “Deutschen Kinder- und Jugendstiftung” is the coordinating body for the project. Regional Network-Centres take regional specific issues into account and constructs a network around schools with various partners like social workers, relevant institutions dealing with childhood education, NGOs, local authorities ,companies and parents. In form of preventive and intervention approach, the target groups should be reached. In this context, regional support services are purposefully linked to the schools. They support cooperation between public youth services, free social work and schools to ensure school success.

To complement and reinforce the guidance in schools up to 25 counseling teachers from Saxony-Anhalt are tasked to promote individual success in school and to strengthen the skills development of students. The access to secondary education or to labour market should be improved. The advisory teachers who work in the state of Saxony-Anhalt support the individual educational processes in school and are seconded to the State Office of Education.



The initiative builds up a regionally effective educational infrastructure to enable customized measurements. In this framework, especially at the local level, the customized education support i.e. Peer-Learning-Projects, Skill-Trainings, support for diagnostics and further training are offered.

Social workers as an integral part of school can give individual support to student with particular difficulties in learning. School social work includes the following supplementary both interventional and preventive tasks:

- a) Intervention and counseling in acute crisis situations school,
- b) Advising young people, especially in difficult situations,
- c) Promoting social learning, participation and conflict resolution,
- d) Dealing with truancy and ensuring success at school,
- e) Making the transition from primary school through the secondary schools in the profession,
- f) Delivering education services and leisure opportunities,
- G) Cooperation with and support of parents worldwide,
- H) Support and guidance of the school in the school and school program development,
- i) Collaboration with teachers, school principals and regional actors,
- j) Networking.

Socio-educational support for students with special difficulties, such as learning and behavioral problems, social problems or who are under massive threat to the school drop-out is consist of measures like

- a) Casework,
- b) Helps with career orientation,
- c) socio-educational work in small groups,
- d) Individual consultations in particularly difficult situations.



Obtained results

The evaluation of first project period shows positive trends. Concerning the content-related goals of the programme, a reduction of class repetition numbers has been reached. However, the drop-out rate among participants with degrees lower than secondary level has increased. Thus, in further program development, a special focus has to be put on this highly-risk group of young people without any secondary school graduation.

Sources and additional information

<https://www.schulerfolg-sichern.de>



RECENT PROJECTS

Seniorpartner in School

Senior citizens who as vounteer and draw on their individual experiences engage within the organisation „Seniorpartner in School - Bundesverband e.V.“ as mediators to support school children through mediation to solve problems in conflict situation. They offer young people in life crises support through individual talk and care on one-to-one basis. Occesionally, parents are also incorporated into the process. Especially, many focus lies on intercultural integration and problems associated with it.

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

Career/vocational orientation program (Das Berufsorientierungsprogramm (BOP))

The career/vocational orientation program supports pupils at an early stage to recognize their strengths and to gain practical experience with the professional world. Main focus lies in general on lower secondary education by initiating a process that enables them to make an informed choice of career and suitable VET course. The BOP consists of an analysis of potential in 7th grade and workshop days in the 8th grade. In the framework of potential analysis, young people learn more about their inclinations, competencies and strengths. They get to know at least about three professional fields in more detail for future orientation. The career guidance program was initiated by the Federal Ministry of Education and Research and launched in 2008. Until the beginning of 2016 grants totaling over EUR 420 million have been approved. This means that almost 975,000 pupils would be involved in the period 2008 to 2017. Over 300 educational institutions with more than 3,000 schools nationwide are involved as partners at the BOP.

www.bmbf.de

Initiative VerA

CEPAE – Dissemination plan

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The initiative VerA (the nationwide training mentors scheme of Senior Experten Service (SES)) aimed at young people who encounter in training difficulties and play with the idea of quitting their VET-training. Experienced, senior experts support them one-to-one basis. Answering technical questions, supporting exam preparation, assisting in linguistic deficits, promoting social skills and learning motivation and strengthening the trust relationship between the trainee and instructor in the company are main working areas. An Accompaniment of pupils is free of charge. The objectives of the training accompaniment consist of bringing senior experts and young people together on an individual basis. Senior experts would help even if the training relationship is terminated prematurely. They would assist them to search for a suitable new training place.

<http://vera.ses-bonn.de/>

Prospects for Vocational Qualification (Perspektive Berufsabschluss)

It is a program of the Federal Ministry of Education and Research, which aims to reduce the proportion of adolescents and young adults without vocational qualification. The program ran from 2008 to 2013. The program took up the recommendations of the Committee on Innovation in Vocational Education (IKBB) to optimize the transition management school - training (Funding Initiative 1) and the subsequent qualification of young adults (Funding Initiative 2) and target a structural development and improvement of vocational integration for the creation of training opportunities. It was a structural funding program. It has sponsored a total of 97 projects in two different funding priorities which aimed at structural changes to prevent early leaving. The 55 projects of the funding priority "Regional transition management" have coordinated various existing funding opportunities and support services in order to assist young people during school to vocational training stages. The other 42 projects of the funding priority "statements Oriented Modular Training" have, focused on counseling services for people who aspire subsequently an associate degree. For the program a total of around 67 million euros have been spent. It was financed by the Federal



Ministry of Education and Research from the federal government and by the European Union through the European Social Fund.

www.bmbf.de

The Kompetenzagentur Salzgitter (Competence Agency Salzgitter)

The agency in the City Trier carries out preventive work with children from 12 years on who have problems in secondary modern school and in transition from school to job. The aim is, together with the young people to draw up a life perspective and to support the successful professional integration. The competence agency has in this context an advisory, intermediation and pilot function for accurate professional and social integration particularly for disadvantaged young people. It tries to help the target group using own resources and developing effective behavioral or successful coping strategies.

The tasks of the competence agency includes:

- The contact and address of the young people in their own living environment in the form of outreach work (home visits, discussions at the youth center, etc.),
- The individual case-oriented support of adolescents / young adults within the case - management
- Intense individual case Coaching
- Networking at regional level and the transfer.

<http://www.salzgitter.de/rathaus/fachdienstuebersicht/jugendamt/kompetenzagentur.php>