



Early School Leaving COUNTRY COMPARATIVE STUDY

BULGARIA, ITALY, LITHUANIA, SPAIN

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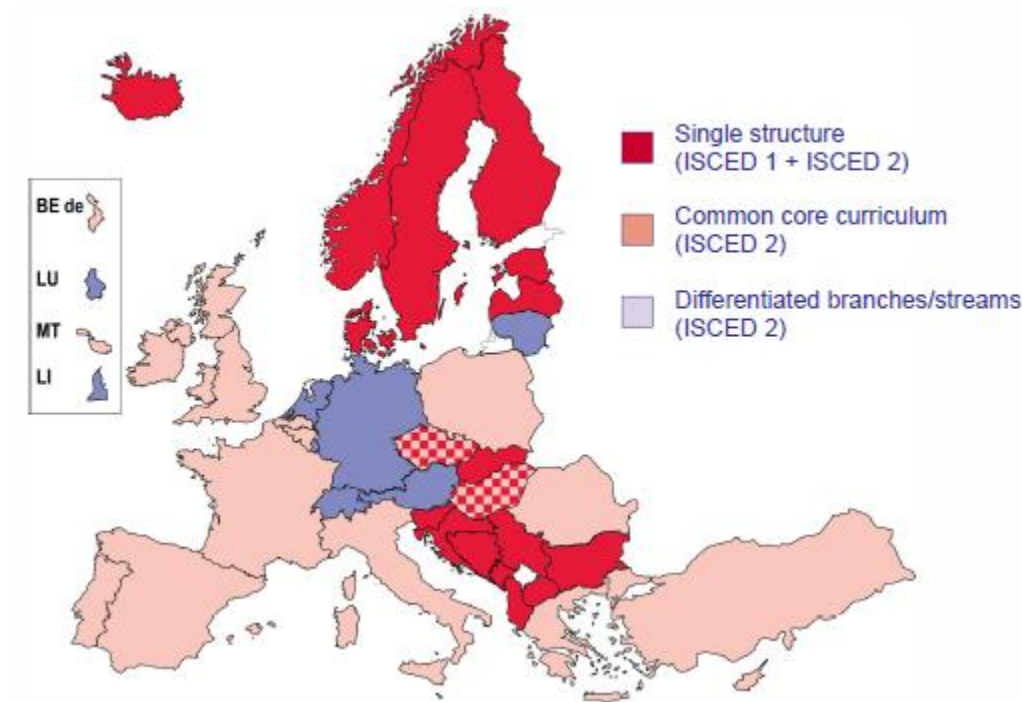
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Structure of the Education System in the Partner Countries

This section presents the structure of the education system in Bulgaria, Lithuania, Spain and Italy sourced from “Education and Training Monitor 2017: Country analysis” and The Structure of the European Education Systems by European Commission.

Figure 1: Models of primary and lower secondary education (ISCED 1-2) in Europe, 2016/17



Source: Eurydice.

As can be seen from Figure 1, Lithuania, Bulgaria, Italy/Spain apply different models of organisation within compulsory education.

Bulgaria applies a single structure education model, Italy and Spain - a common core curriculum provision, Lithuania - a differentiated lower secondary education.

According to Eurydice:

Single structure education is provided from the beginning to the end of compulsory schooling, with no transition between primary and lower secondary education, and with general education provided in common for all students.



Common core curriculum provision means that after successful completion of primary education (ISCED 1), all students progress to the lower secondary level (ISCED 2) where they follow the same general common core curriculum.

Differentiated lower secondary education means that after successful completion of primary education, students are required to follow distinct educational pathways or specific types of schooling, either at the beginning or during lower secondary education.

Annex 1 introduces the Guide Schematic Diagrams which provides necessary information to understand and correctly interpret the content of the diagrams. It includes terminology, definitions, meaning of colours and symbols used for the graphic layout and short description of the International Standard Classification of Education (ISCED 2011).

Structure of the Education System in Bulgaria

Depending on the level, school education is basic and secondary.

The training for basic education is from 1st to 7th class.

The training for secondary education takes place from the 8th to the 12th class in two stages, as follows:

1. Lower secondary school - from classes VIII to X included, and
2. Upper secondary school - from XI to XII class included.

According to the training, school education is General, Specialized and Vocational.

(See structural chart in Annex 2)

Structure of the Education System in Italy

Secondary school (Scuola secondaria) starts at age 11, after 5 years of primary school, and lasts 8 years. Secondary school is divided into 3 + 5 years, according to the following scheme:

Scuola secondaria di primo grado ("first grade secondary school", "middle school"): mandatory and lasts three years (from 11 to 13). It has a common programme for all students and covers all the classical subjects.



Scuola secondaria di secondo grado ("second grade secondary school", "high school"): lasts 5 years and offers a number of different paths, which can freely be chosen by the student.

(See structural chart in Annex 3)

Structure of the Education System in Lithuania

Secondary education is provided by institutions that are approved by the government for this type of education. There are three types of these institutions:

1. The general school (pagrindinė mokykla) – covers ages 7 to 16 (grades 1 to 10)
2. Progymnasium (progimnazija) – covers ages 7 to 14 (grades 1 to 8); gimnazija, licejus (gymnasium, lyceum) – covers ages 15 to 18 (grades 9 to 12)
3. Secondary school (vidurinė mokykla) – covers ages 7 to 18 (grades 1 to 12).

The general school provides only an incomplete secondary education as it is not sufficient if one wants to start studies at a university. People who want to continue their education to obtain the full secondary education diploma, which would allow them to join a university upon completing the general school, must either enter a gymnasium, lyceum, or a secondary school (vidurinė mokykla).

(See structural chart in Annex 4)

Structure of the Education System in Spain

The education system offers the following studies: pre-primary education, primary education, compulsory secondary education which in Spain is called Educación Secundaria Obligatoria (ESO), Bachillerato, vocational training, adult education and university education. Secondary Education covers compulsory secondary education, the second and last compulsory stage for students aged 12-16; Bachillerato, basic vocational training and intermediate vocational training, which are non-compulsory levels. Also, Language, Artistic and Sports Education are provided, which are considered Specialised Education.

(See structural chart in Annex 5)

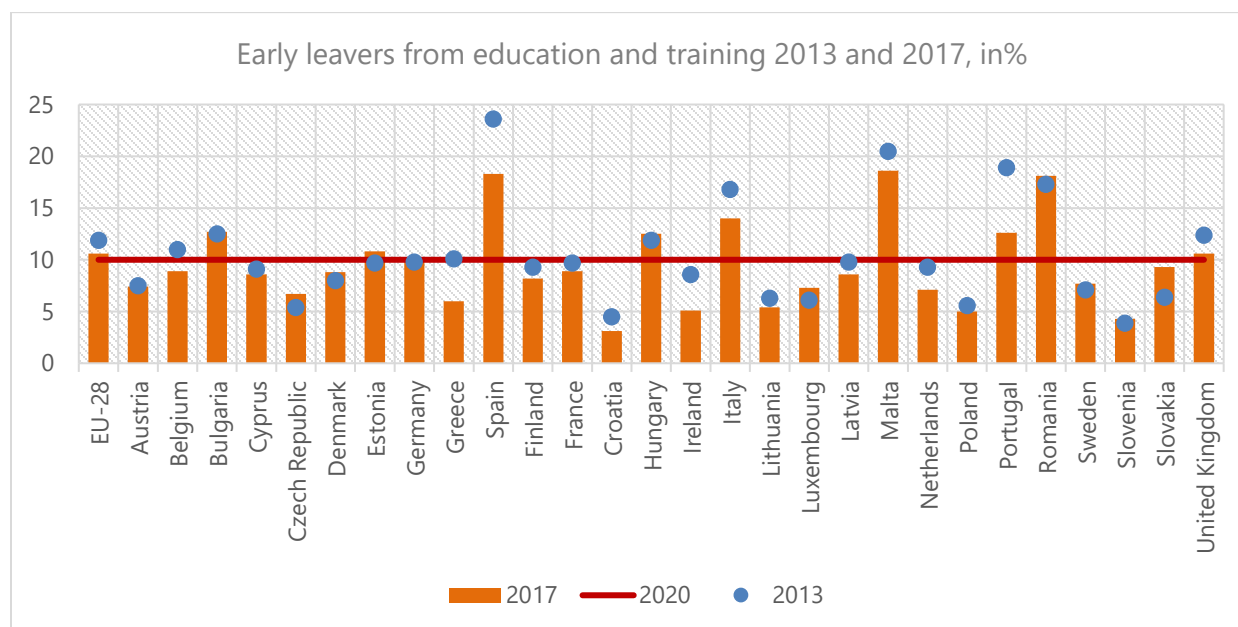


State of Early School Leaving in the RUSESL Partner Countries

This section looks at the ESL level in partner countries and the differences by gender, degree of urbanization, region, minority group and migration.

The Europe 2020 target is to reduce the rate of early leavers from education and training (aged 18–24) to below 10% of the EU28 population in this age group by 2020. This goal is also part of the Europe 2020 headline target on education. The fall from 11.9% in 2013 to 10.7% in 2016 and 10.6% in 2017 represents steady progress towards the Europe 2020 target of 10%.

Figure 3. Early leavers from education and training 2013 and 2017, in%



Source: Eurostat, online data code [\[edat_lfse_14\]](#).

As can be seen in Figure 3, the rate of early leavers has decreased over time in most Member States. Spain (ES) has achieved a great reduction, from 23.6% in 2013 to 18.3% in 2017. However, Spain, as well as Hungary, Italy, Bulgaria, Romania and Malta, are still far from the target. Lithuania has already reached the target for 2020 in 2016. In 2016, Lithuania in which the share of early school leavers accounts for 4.8 per cent (that is less than the EU average – 10.7 per cent) took second place in EU after Croatia.

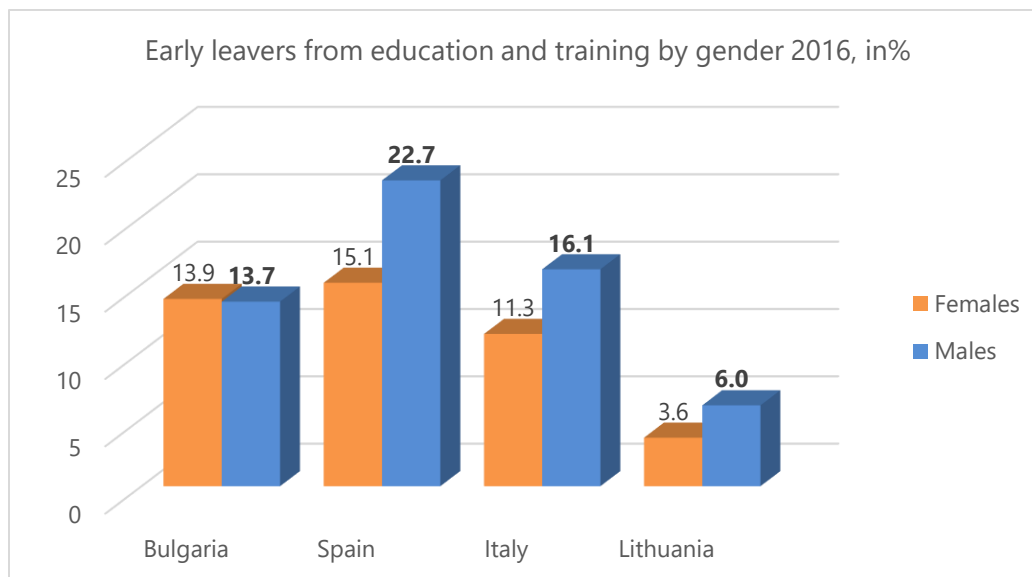


Such a good Lithuanian indicator can be explained by the fact that quite a large number of young people aged 18-19 still study at general education schools and later on most of them enter higher schools.

State of ESL by Gender

As illustrated in Figure 4, ESL rates also vary by gender. Overall in the EU, young women have a lower rate of early school leaving. The ESL gender gap is low in Bulgaria, Italy and Lithuania, but remains high in Spain.

Figure 4. Early leavers from education and training by gender 2016, in%



Source: Eurostat, online data code [\[edat_lfse_14\]](#).

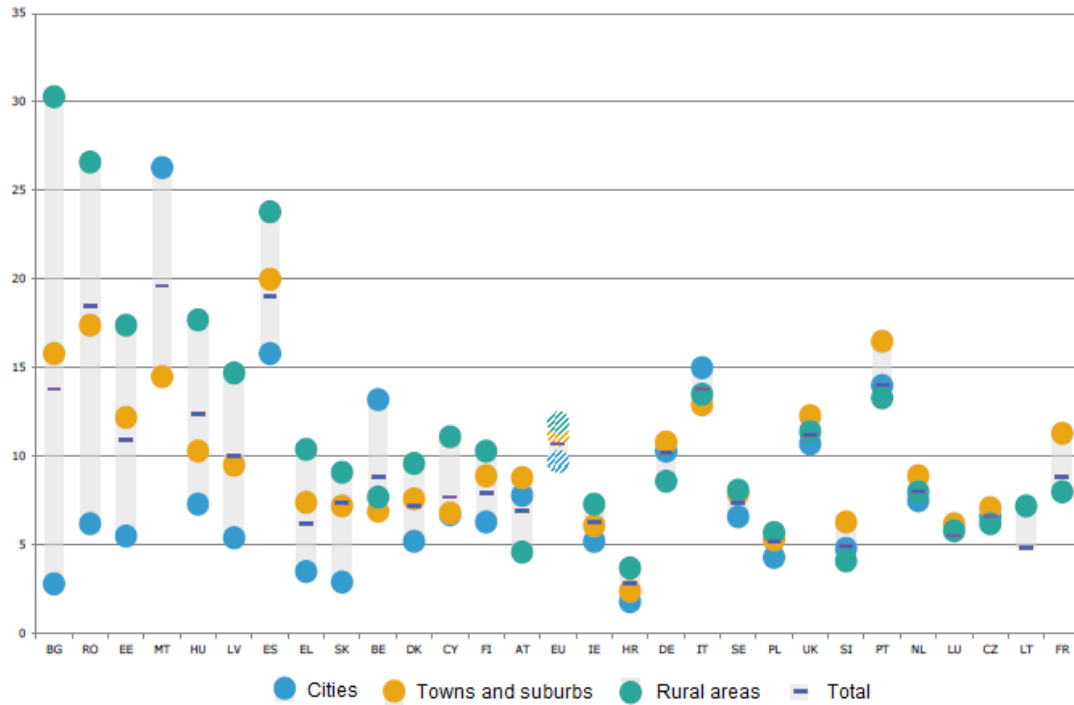
State of ESL by Degree of Urbanization

In 2017 in the EU-28, the lowest proportion of early school leavers was reported in cities. The average rate was 9.7%, however cities in Bulgaria score especially well. In the towns and suburbs of the EU, the proportion of early leavers rose to 11.2%, while it was higher still in rural areas, at 11.9%. The largest urban-rural ESL gap was found in Bulgaria, where the ESL rate in rural areas is more than 10 times higher than of the cities. In Italy the situation is opposite where the highest proportion of early leavers was reported in cities. However, there was almost no gap between



cities, towns and suburbs and rural areas in Italy. In Spain the highest proportion of early leavers was registered in rural areas. There are unfortunately no statistics for Lithuania.

Figure 5. Urban – rural divide in early leavers from education and training 2017, in%



Sourced from: Education and Training Monitor 2017.

State of ESL by Region

ESL is not uniformly distributed across the regions of project partner countries.

BULGARIA

According to European Commission “Education and Training Monitor 2015”, there are substantial regional differences in Bulgaria’s early school leaving rate. In the South West region, which includes the capital city Sofia, the percentage of early school leavers is 5.9%. In the other five regions, the percentage is above the country average:



- 13% in the South Central region;
- 15.6% in the North Central region;
- 16.8% in the South East region;
- 17.9% in the North East region;
- 20.8% in the North West region.

ITALY

In Italy, the share of early leavers is almost double in Southern regions than that of the Centre-Northern area. Dropping out is most severe in Sicily or Sardinia (25% and 25,1% respectively), while it is the least in regions such as Umbria and Emilia-Romagna (11,6% and 13,9% respectively).

SPAIN

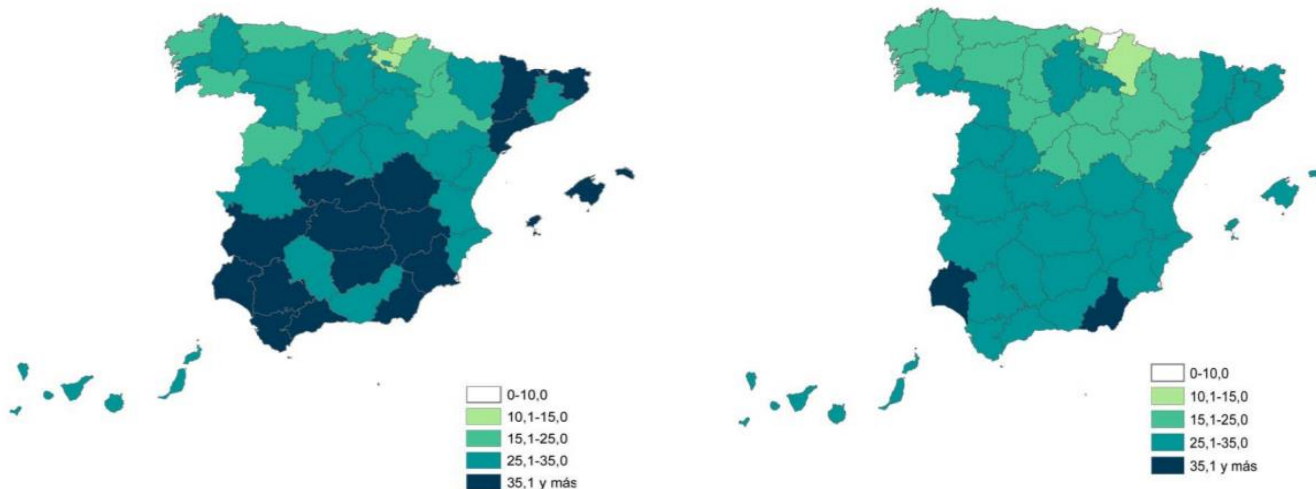
In Spain, the territorial pattern is, in general terms, of lower rates in the north and higher in the south, although the problem of abandonment is still widespread. According to the average rates of 2010-2012, only one province would meet the European Union's objective of 10% and barely two others would be below 15%. On the other side, only 2 provinces would maintain rates above 35%, compared to the 16th of the initial period.



Figure 6. ESL in Spain by region

ESL Spanish Provinces 2005-2009

ESL Spanish Provinces 2010-2012



Source: El abandono educativo temprano INE and IVIE

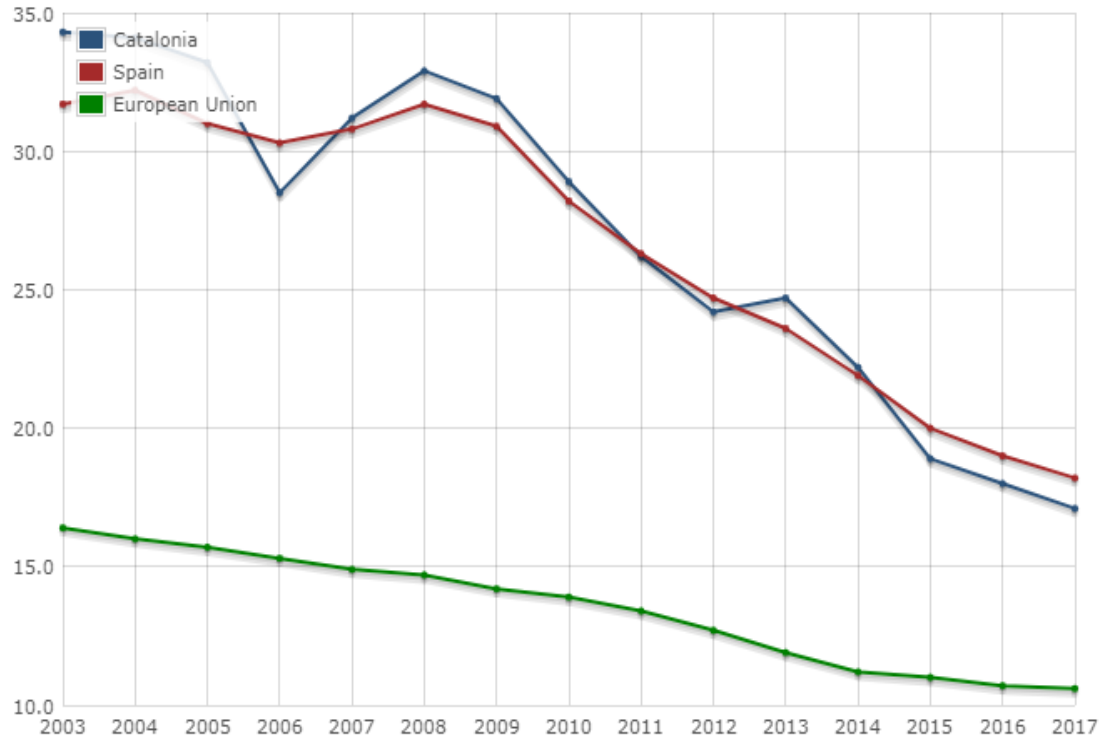
According to the latest data from the Active Population Survey (EPA), Catalonia reduced the number of early school leavers by 0,6% during the first quarter of 2017. Despite this, it is the ninth Autonomous Community in Spain that presents the highest percentage of this rate. Ahead of it, there are Islas Baleares (27%) and Murcia (26,5%); on the contrary, the Communities that are at the bottom of the list are the País Vasco (7,3%) and Cantabria (8,6%).

In the following graphic the evolution of the ESL rate can be seen, comparing the European average with the Catalan and Spanish rates.



Figure 7. ESL in Spain and Catalonia

Early leavers from education and training. Total. 2003–2017



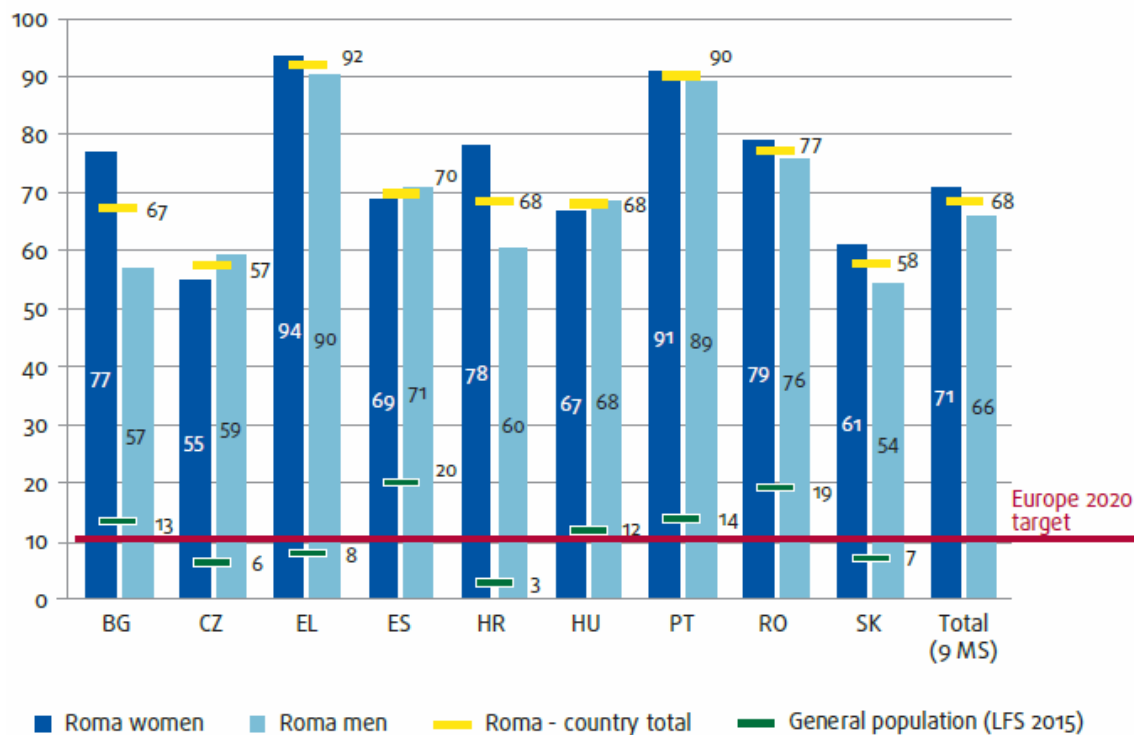
Source Catalonia: Idescat. Source Spain, eurozone and European Union: Eurostat.



State of ESL in Minority Groups

Early school leaving is particularly high among Roma population. According to the European Union Agency for Fundamental Rights (FRA 2016), the European target of 10% might be unachievable by 2020 for Roma in all the countries surveyed (see figure 8).

Figure 8: Early leavers from education and training, aged 18-24, by Roma in EU, in%



Source: European Union Agency for Fundamental Rights 2016.

According to an FRA survey, in 2015 67% of Roma were early school leavers in Bulgaria and 70% in Spain. The figure demonstrates that the gender gap is highest in Bulgaria.

State of ESL of Migrants

According to the European Commission, over the next few years, achieving the target may become particularly challenging in countries that have received large numbers of migrants. Many of the children will have been out of formal schooling for considerable periods, may have had little formal schooling, or will have received their education in a different language (EC, Education and Training Monitor 2017).



As can be seen from the table below, on EU average, foreign-born young people (aged 18-24) are more than twice as likely as their native-born contemporaries to be out of school: 9.8% against 19.7%. Achieving/ maintaining the target may become particularly challenging in Belgium, Cyprus, Germany, Greece, Italy, Slovenia and Spain.

Early leavers from education and training (age 18-24) Native-born vs Foreign-born in 2016 in %			
Country	Native-born	Foreign-born	Difference Foreign vs Native
EU Average	9.8	19.7	9.9
Austria	5.5	14.7	9.2
Belgium	7.6	17.8	10.2
Bulgaria	13.8	NA	NA
Croatia	2.7	NA	NA
Cyprus	4.6	18.2	13.6
Czech Republic	6.6	10.8	4.2
Denmark	7.2	7.9	0.7
Estonia	10.9	NA	NA
Finland	7.6	15.1	7.5
France	8.2	16.3	8.1
Germany	8.2	23.1	14.9
Greece	5.5	18.1	12.6
Hungary	12.4	NA	NA
Ireland	6.5	5.2	-1.3
Italy	11.8	30	18.2
Latvia	10.1	NA	NA
Lithuania	4.8	NA	NA
Luxembourg	4.1	8.5	4.4
Malta	19.5	NA	NA
Netherlands	7.9	8.3	0.4
Poland	5.2	NA	NA
Portugal	14	14.3	0.3
Romania	18.6	NA	NA
Slovakia	7.4	NA	NA
Slovenia	4.4	15.6	11.2
Spain	16.1	32.9	16.8
Sweden	5.9	15.2	9.3
UK	11.5	9.4	-2.1

Source: based on Education and Training Monitor 2017/Country analysis indicators.



In summary, from the differences that have been presented in the second part of the analysis, it can be stated that the state of ESL is the best in Lithuania. Compared to other partner countries – Bulgaria, Italy and Spain, Lithuania has no severe ESL issues such as a minority group like Roma or migration. Unfortunately, there is no statistics found on city-urban-rural disparities in Lithuania, so there is no way to compare with other countries.

Based on demonstrated country differences, diversified policy measures must be applied according to:

- degree of urbanization (Bulgaria)
- regional challenges (Spain, Italy, Bulgaria)
- target groups at high risk of leaving education and training early:
 - students from socially disadvantaged backgrounds
 - students from a migrant background (Spain and Italy)
 - students with minority/Roma background (Bulgaria and Spain)



Good Practices in Reducing Early School Leaving

BULGARIA

THE SEVENTH SECONDARY SCHOOL "KUZMAN SHAPKAREV" - BLAGOEVGRAD is one of the schools in Western Bulgaria, where there are no ESL. The annual statistical in-depth analysis of the preventive activities that accompany the school year work shows that this is mainly due to the consistent policy of the educational institution towards realising activities underlying its Development Strategy under the principles of:

- Carrying out activities to prevent bullying and violence, as well as activities to motivate and overcome problematic behaviour, which are an expression of the common will and the coordinated efforts of all participants in the educational process;
- Publicity and transparency of overall policy;
- Through the school's website and media partnership, documenting problematic and risky situations and good practices;
- Feedback with institutions, parents, pedagogical counsellor, class teachers, students and teachers;
- Succession - by preserving traditions and not forgetting the good old, equality of all priorities in the development of the educational institution;
- Identification of risk factors - report analyses of pedagogical counsellor and class teachers.

Measures against early school leaving caused by early marriages and childbirth:

A provision of continuous teenager awareness of their sexual development as well as their inclusion in training seminars and lectures, provide topics relevant to youth development in the thematic teachers' plans; ensuring the possibility for continuing school in a self-dependent form of education. Main guidance pathways in partner schools (personal, social support for students, involvement of outside authorities).



Practice Enterprise Methodology in Secondary School ASEN ZLATAROV

EASTERN BULGARIA, 240 students from I to XII class

Since 2011, Secondary School "Asen Zlatarov" has been registered with the Bulgarian Centre of Training Firms and successfully applies the method of Practice Enterprises in classes for project work in XI class and in practice classes in XII class, as the idea is for the students to get the most practical skills and knowledge with which to compete with their peers from the bigger cities in the labour market.

Thus, in 2011, the first Practice Enterprise "Greenrest" Ltd. was created by students from the XI class, who accepted the challenge to work in a team. All the students were very motivated, used their creativity, entrepreneurial thinking and despite the lack of a business mentor in their region, succeeded in building a strategy of a company refracted through the prism of their imagination, whose purpose was to fill the market niche in their territory.

The method of Practice Enterprise in Secondary school "Asen Zlatarov" has become a promotional message to those who have to make their choice of a profession in IX class. With organising "Profession Days", "Open Doors Day", in which former and present students who had been PE trainees share thoughts and experience, answer questions, present their work in the Practice Enterprise over the years. They motivate those who come after them not to give up the chance they are given. They have the opportunity to get involved in the work of Practice Enterprise, to give freedom to their creative ideas and be enterprising and not afraid. That is how, within three years, it came to the registration of the second Practice Enterprise "Biofuture".

In September 2014 Secondary school "Asen Zlatarov" participated in the project "Practice Enterprise at School - an innovative educational solution against early school leaving", under the European programme ERASMUS + KA2. The aim of the project: Carry out a study and create a learning enterprise model to develop key, social, ICT and entrepreneurial skills for 14-16-year-olds at risk of early school leaving and applying the model in an international context with a two - year duration, from 2014 to 2016. The Practice Enterprise training method proved to be really motivating and keeping students at school and in class. In 2015, a third Practice Enterprise "Village



Bakery" was established. Despite the varied group of the students, of Bulgarian, Roma, Bessarabian origin, they put lots of efforts and worked hard to strengthen the position of SU "Asen Zlatarov" among other schools and proved that it had a lot to give its students in the direction of professional training. In "Asen Zlatarov" Secondary School, from September to June, there was a large-scale awareness campaign among parents and students finishing primary education, why to choose this school and what skills and experience they would acquire as knowledge. Organising parents' meetings, general and individual conversations with teachers in vocational subjects, going over the class rooms, answering questions, doing inquiries. Each year, in April, in "Asen Zlatarov" school "Profession Days" event is held. The event is organised by students from the X, XI, XII classes. They use presentations, video films, stand construction to demonstrate to students from VI and VII classes, teachers, parents and the public what they have studied, with an emphasis on the students' work and achievements, in the Practice Enterprise over the years. The career guidance of the students at the municipal level is also carried out through the Centre for Career Guidance - Dobrich. In connection with their transition from one education level to another and from education to the labour market, the Centre provides information on the types of training in the secondary and higher education system as well as on the characteristics of the professions and profiles in the school system. Individual and group work is carried out with students of all levels of school education.

ITALY

"Diritti a Scuola" Project

The Diritti a Scuola project works to cut dropout rates in certain schools in Puglia, Italy to below 10%, while increasing inclusion and employability, particularly of youngsters with learning difficulties or from disadvantaged backgrounds. Full and part-time teaching staff joined head teachers in delivering the project.

The key objectives were to improve the study of language and science at primary level and to raise standards for the teaching of Italian and mathematics in secondary schools.



The project also provided counselling, vocational guidance and intercultural mediation services to children and their families. These services were particularly focused on helping students from poor backgrounds and migrant communities.

Some of the biggest impacts have come through the help desk providing information, guidance and psychological support. More than 50.000 students (about 30% of those enrolled in the schools involved in the project) and 10.000 families have used it. Many of these were from non-Italian backgrounds and made extensive use of the cultural mediation service. The early school leaving rate in Puglia decreased from 24.5% in 2009 to 16.9% in 2016 (the national average was 13.8% in 2016)

Implementation of School Reforms

A major school reform was approved by the parliament in July 2015.

The main points of the reform concern:

Recruiting and training secondary school teachers

As foreseen by the 2015 school reform, Italy has put in place a new system for recruiting and training secondary school teachers. The aim is to put an end to the long waiting lists for entering the teaching profession (*graduatorie ad esaurimento*) by introducing a form of tenure track for aspiring teachers and to ensure that they receive a high-quality initial education.

From now on graduates in possession of a *laurea magistrale* who want to become teachers will participate in a public competition to be admitted to a three-year initial teacher education managed jointly by universities and schools (*Percorso triennale di formazione, inserimento e tirocinio – FIT*). The course combines formal learning with two years' teaching apprenticeship, which is remunerated. Upon successful completion of the third year, teachers will be offered a permanent contract. The selection procedure will be held every two years starting in 2018. In order to be eligible for the selection process, aspiring teachers must have obtained 24 university credits in relevant fields (psychological, anthropological, pedagogical) or teaching methods as part of their degree or education.



Curriculum

Some subjects have been introduced or strengthened: music, arts, economics, law and sports. In particular, introducing/strengthening economics may help raise Italian students' financial literacy levels, which are very low by international standards (OECD 2014b). Upper secondary schools have some flexibility to set their own curriculum by introducing optional subjects.

Digital and language skills

The reform included a national three-year plan ('Piano Nazionale Scuola Digitale') to strengthen digital competences among teachers and students and improving internet connections in schools; as well as opportunities for introducing the 'content and language integrated learning' (CLIL) methodology from primary level onwards.

Work-based learning

The school reform also strengthened work-based learning in upper secondary schools and vocationally-oriented tertiary education. Traineeships have become compulsory for students in the last three years of upper secondary education. This measure is a step in the right direction as it could help education and training to better meet the labour market needs.

LITHUANIA

"Initiative for Municipalities"

At the end of 2015, the Ministry of Education and Science, in cooperation with the Education Exchanges Support Foundation (by implementing the projects "Euroguidance" and "eTwinning"), announced a project "Initiative for Municipalities". The key goal was to provide the selected municipality and suggested schools with expert, methodological and other support. Taking the presented material and arguments into account, the municipality of Kupiškis was selected. The main arguments were as follows: large percentage of students receiving free meals (83%), a large number of missed lessons per student, a large number of students with special educational needs at the suggested schools, lower results of standardized tests (of 4-class and 8-class students) in comparison with the country average and relationship between students and teachers that could lead to better learning results. Five schools of Kupiškis region decided to accept changes and



improve the educational process by increasing learning achievement of students. The experts engaged in the project, namely school heads, eTwinning ambassadors, psychologists and other specialists, analyzed the causes of low achievement of students and continue to provide these schools with different kinds of support according to the situation of each school. The final goal of this initiative is not only to initiate positive change related to low achievement at the selected schools but also to present methodological and strategic recommendations with long-term impact adjusted to tackle the low achievement problems at the national and municipal level.

Teacher Qualification Improvement Programme for Productive Learning

On 4 July 2017, the Teacher Qualification Improvement Programme for Productive Learning was approved by Order No V-553 of the Minister of Education and Science of the Republic of Lithuania. The programme is intended for teachers striving to organize productive learning. The purpose of the programme is to provide teachers with knowledge of productive learning organization and to develop competences, necessary for enhancing students' opportunities of choosing education, efficiently to teach students who have learning difficulties and who have lost motivation for learning taking into account each student's educational interests, support and service needs, their parents' and guardians' expectations, by motivating each student to acquire upper secondary education and to choose a further education and professional career path.

SPAIN

Catalonia

Porta d'accés -Fundació SER.GI

The program is developed in various municipalities of the Girona province with the goal of accompanying students that leave ESO studies. This project creates links between students, tutors and families in order to better know their interests and skills. The input of families is especially important in the case of people who are younger, between 16 and 19 years, and is based on gender characteristics. It runs with around 130 students focusing on emotional aspects. The facilities are from the municipality.

<http://www.fundaciosergi.org/projectes/portadacces-girona-territori-integral-taller-exis>



Training in different units in different VET courses - City Council of Granollers

The program is for youth with a Secondary School certification who decided not to continue with further studies. The reason is the disconnect they had with higher studies. The programme tries to encourage them to find the proper subject according their skills and intentions.

Aprenem compartint - Secretariat d'Entitats de Sants with the collaboration of the District of Sants-Montjuïc (<http://www.secretariat.cat/espai-deures>)

This project promotes scholarly reinforcement in order to increase the motivation and the learning of students with extra difficulties. The project, which launched three years ago, is open to students of primary and secondary education and is carried out with a group of students under a professional and two or three volunteers. Some activities are done in school and some out of school. Currently the project has five volunteers.

Spain

The following city councils (Alicante, Cartagena (Murcia), Chiclana de la Frontera (Cádiz), Culleredo (A Coruña), Gijón (Asturias), Los Palacios y Villafranca (Sevilla) and the Mancomunidades de Municipios de la Safor (València)) have a recognition for their good prevention practices in ESL. All of them have the same general goal: extending the right of education to all youth and extending the right to education to all children under sixteen-years-old.

Specific objectives:

1. Reduce ESL and no-schooling.
2. Increase the educational level of the population, enabling them to obtain a basic qualification that allows them either to continue studying or to insert themselves in the job world.
3. Detect the child and adolescent population under risk of ESL
4. Competence and skills of teachers



The main aspects of the evaluation teaching framework are:

- a) To improve the teacher training.
- b) To be a part of the professional development of teachers.
- c) To assess and certify teachers' competencies.
- d) Determine a set of competencies organised into different levels.
- e) Not only teachers are considered for the evaluation process, but also schools too.
- f) In some schools external and internal assessment procedures are included.

In Spain, there are two frameworks related to the assessment of teachers' competences. The Ministry of Education provides one framework related to digital skills and the other one, as in Austria, is the international framework called TALIS. This framework started in 2013. The aim of the project is to present a common framework that can work as an example for future teaching plans for teachers, and even for the assessment of teachers related to digital skills.

- To facilitate a common framework to describe digital competencies
- To improve the digital competencies in teachers
- To have a list of minimum abilities that teachers need related to ICT
- To help teachers assess the digital competence
- To change methodological aspects in education, thanks to the implementation of ICT

There are three main lines of action within this framework:

- Common framework
- Plan to assess and certificate teachers and schools
- Improving digital ICT

One significant result of TALIS for Spanish teachers was the percentage of teachers who collaborate with others, specifically going to other colleagues' classes or collaborating by providing help or feedback to other colleagues.



In Spain, some conclusions of this project are:

- Teachers do not participate with others in activities related to the school.
- Courses they receive are related to personal interests, not environmental interests.
- Teachers do not use active methodologies in class.
- Teachers do not research in class.
- 3/4 teachers say they never or almost never follow activities to improve professional aspects.
- Teachers can collaborate and share resources or materials, but not share activities or develop projects together. Spain is the country that shows the biggest difference in these aspects, so it is the country with the lowest level of professional collaboration, but the highest level in materials exchanges.
- Teachers that teach math show a particular point of view about teaching and their activity as teachers.
- Teachers who collaborate are more satisfied with their work.

OTHER COUNTRIES

AUSTRIA

Austria continues to implement measures to foster integration of refugees and migrants. Education measures focus mainly on language learning and induction into schools including through transition classes. The 'Transition phase at Austrian VET schools and colleges' programme, started in the academic year 2015/2016, is showing some promising results. Additional support is provided to teachers, among other means through intercultural teams. The June 2017 integration law makes it compulsory for migrants to attend language and culture/values courses and obliges each asylum seeker to sign a declaration of integration.



GREECE

Efforts are being made to improve participation of Roma in education. To advance schooling for disadvantaged groups in 2016 the Ministry of Education, Research and Religious Affairs (MoE) launched a 'Programme for the Integration and Education of Roma Children,' co-funded by the EU structural funds. The programme focuses on improving access and participation of Roma children in early childhood education and care, their systematic schooling in primary and secondary education and the re-integration of early school leavers. Despite obligatory school attendance for all children of compulsory school age, attendance by Roma children in this age group was estimated at only 69% in 2016. School segregation, reflecting the concentration of Roma in particular districts, remains a problem. Almost half (48%) of Roma children aged 6-15 attend schools where all or most of their classmates are Roma (FRA 2016).

GERMANY

Germany is fostering diversity in schools and reducing early school leavers through improving teachers' competences. Since March 2015 Germany has been promoting the advantages of ethno-cultural diversity. The joint recommendation 'Teacher education for a school of diversity' (Lehrerbildung für eine Schule der Vielfalt) published by the Standing Conference and the German Rectors' Conference (HRK) on social inclusion addressed many facets of diversity. The recommendation covers different abilities, as well as 'particular initial conditions', e.g. language, social living conditions, cultural and religious orientation, gender, and special abilities and talents. Germany also introduced the 'Action Framework for Reducing the Number of Early Leavers from Education and Training', which calls for the overall improvement of the knowledge and skills of teachers. This involves tackling the pedagogical and psychological foundations of teaching and learning through initial teacher education. This includes training in analysing students' competences, adapted forms of learning assessment and providing individually tailored learning support.



NETHERLANDS

The downward trend in early school leaving continues. In 2016, the rate of ESL stood at 8% - the Europe 2020 national target has been achieved. The Netherlands monitors the number in the age group 12-23 who leave school without a 'start qualification'. number of dropouts fell from 71.000 in 2001/2002 to less than 23.000 in 2015/2016. The goal is to bring this below 20.000 by 2021. Preventing ESL is achieved through a regional approach in which municipalities work with schools, employers, youth organisations and other partners, coordinated by regional support hubs (Regionale Meld- en Coördinatiefunctie, RMC). In 2016, all 39 regions renewed their covenants with partners for a further four years. The government supports these actions with a total of EUR 140 million annually.

PORTUGAL

The National Plan to Promote Success in School (NPPSS) is based around close cooperation between local administrations and school clusters. Schools can propose new pedagogical initiatives adapted to their student population and receive additional resources to develop them. Training will be provided to school managers and teachers, together with some municipal staff. This will focus on strategic planning, setting indicators and use of resources. Each school estimates its readiness to participate in the plan and then presents, on a voluntary basis, a set of measures to improve their students' performance in an inclusive manner. After the proposal is assessed and approved at central level, additional resources are allocated to the school. During the first year of implementation, 663 education centres joined the plan, representing 80% of all schools. In all, schools have proposed 2.915 measures in different fields such as curricular flexibility, organisational flexibility, multidisciplinary teams, experimental sciences and parents' education.



SWEDEN

The 'Plug In 2.0' project (2015-2018) aims at improving the quality of upper secondary education and increasing the number of young people who successfully complete it. The target group is students aged 15-24, either in compulsory or upper secondary school or in an introductory programme at upper secondary level, who are at risk of interrupting their studies or have already dropped out of school. Newly arrived students are an important target group.

80 of Sweden's 290 municipalities have participated in activities including:

- mentoring and coaching to build positive relationships with students;
- identifying obstacles which prevent students from going to school;
- developing individualised study plans and more effective study paths for the newly arrived.

Plug In 2.0 is implemented by the Swedish Association of Local Authorities and Regions in cooperation with eight Swedish regions. It is co-financed by the participating municipalities and regions and the European Social Fund (ESF). With a budget of SEK 160 million (EUR 16.4 million) and close to 11.000 young people benefiting, Plug In 2.0 is the largest cooperation project in Sweden that tackles early school leaving.



Benchmarking Causes of Early School Leaving

The following chart provides a comparison of the causes of Early School Leaving, project partner experiences in identifying and preventing early school leaving in schools.

	ESL reasons/ESLers	Needs	Actions
BULGARIA	<p>Low family social status and income</p> <p>Ethnic differences</p> <p>Living with grandparents because of parents' migration</p> <p>Parents are not interested in school and schooling of their kids</p> <p>Lack of student motivation</p>	<p>Awake students' interest</p> <p>Integrate students and encourage staying together</p> <p>Students don't like/want to be called Roma. They want to be integrated</p> <p>Get involved students/parents/teachers in one team</p> <p>Teacher acts as an instructor</p> <p>Inclusion of parents in Practice Enterprise: explaining, sharing experiences</p>	<p>Meetings and information to parents. Keeping contact for a longer period</p> <p>Practice Enterprise as extracurricular option for a mixed group of motivated and unmotivated students as they are more interested in Practice Enterprise than school</p> <p>Support from government: scholarships especially for Roma students to stimulate their wish to go to school</p> <p>Open day for whole school with a Practice Enterprise as a focus point</p>
ITALY	<p>Social status: foreigners, migrants</p> <p>Student short-comings</p>	<p>Literacy, language improvement</p> <p>Training of soft skills</p> <p>Go away from traditional way of teaching</p>	<p>Division of students into 2 groups: one with problems, one without</p> <p>Afternoon classes to support disadvantaged students</p>



	ESL reasons/ESLers	Needs	Actions
LITHUANIA	<p>Students are unique in their problems:</p> <ul style="list-style-type: none"> - social status: e.g. young people from orphanage - personal: students not open to communication and lack motivation <p>School non-attendance</p> <p>Too little parental attention to their kinds</p>	<p>Individualized communication and support</p> <p>Discussion with teachers about specialties and subjects</p> <p>Guidance from professionals</p> <p>Support for their future choice</p>	<p>Organizing individualized student-teacher meetings</p> <p>Regular attendance control</p> <p>Involvement of parents in the educational process in a more active way not only for the purpose of solving the problems arising in children's education but also in giving versatile learning support, implementing vocational information provision and orientation, familiarizing with the world of labour and professions</p>
SPAIN	<p>Students in upper secondary prefer working to going to school. If they leave school, it is very difficult to get them come back</p> <p>2 types of students at ESL risk</p> <ul style="list-style-type: none"> - motivated and need coaching. Very critical with a system, with people around them. They like what they are studying but they don't like a Practice Enterprise. No self-confidence - followers. No idea what to do or study. They feel that the autonomy is something negative 	<p>General need: personal branding and being able to "sell" themselves</p> <p>Coaching for students who don't have autonomy</p> <p>Finding a motivating area in a Practice Enterprise</p>	<p>Visits and trips as a teambuilding. Getting to know how to work as a group</p> <p>Training in a Practice Enterprise to fulfil their roles in a company/not student role!</p> <p>In a Practice Enterprise: dealing not from academic point of view, but employer and business</p> <p>Guidance by municipalities is needed to help students and parents to make a choice for the future</p>



Guidelines for the Practice Enterprise Approach in Secondary School

Taking into consideration the outputs of the comparison study, the following indications and guidelines have been established for the organization of the Practice Enterprise approach for the target group of upper secondary students of 16-19 y/o within the partner countries. Indications and guidelines refer to learning methodologies and approaches, needed skills of trainers/operators, training model, connections with labour market and enterprises, etc.

1. Objectives to be Achieved in a Practice Enterprise

BULGARIA

- ✓ to improve self-confidence and self-presentation to employers, which have proven to be particularly crucial for a potential job;
- ✓ to manage time and to observe deadlines;
- ✓ to be able to adapt to new market conditions;
- ✓ to improve soft skills;
- ✓ to increase digital competences;
- ✓ to achieve maximum balance between the theoretical knowledge in different subjects and its practical integrated application;
- ✓ to create competitive educational environment inside and outside the school;
- ✓ to create opportunities for students to participate in national and international projects;
- ✓ to establish strong partnerships between education and business to promote innovation and competitiveness, to promote employment;
- ✓ to create skills and motivation for lifelong learning;
- ✓ to form self-assessment skills, building skills and applying existing ones in different working situations;
- ✓ to form responsible attitude towards work, initiative; decision-making autonomy, cooperation, building of interpersonal relations;
- ✓ to create real opportunities for innovation and creative thinking in the new market conditions
- ✓ to build working skills in a changing environment and changing employers' requirements.

ITALY

- ✓ ability to perform the assigned tasks with using resources and without the need for constant supervision; solve the problems encountered in life and work and propose solutions. It is the awareness of one's value, of one's abilities and of one's own ideas beyond the opinions of others;
- ✓ ability to adapt to changing working contexts, being open to new things and available to collaborate with people with different points of view;



- ✓ ability to react positively to work pressure by maintaining control;
- ✓ ability to realize ideas, identifying priorities and take into account the time available;
- ✓ ability to recognize learning gaps and improve own knowledge and skills;
- ✓ ability to achieve assigned objectives and, if possible, overcome them. Requires the ability to evaluate risks and opportunities; choose between different options and make decisions
- ✓ ability to acquire, organize and effectively reformulate data and knowledge from different sources, towards a defined objective;
- ✓ ability to develop ideas and realize them in projects;
- ✓ ability to transmit and share ideas and information in a clear and concise way with all its interlocutors, to listen to them and to deal with them effectively;
- ✓ master the English language for communication purposes;
- ✓ identify priorities and critical issues, which makes it possible to identify the best possible solutions to problems;
- ✓ work and collaborate with others with the aim at achieving the assigned task.

LITHUANIA

- ✓ to communicate in national and foreign languages;
- ✓ to apply the principles of cooperation and ethical standards;
- ✓ to analyze the situation using different ways and methods;
- ✓ to prognosticate changes in company activity;
- ✓ to apply the principles of effective leadership.

SPAIN

- ✓ to improve soft skills;
- ✓ to increase the attitude to carry on further education and learning;
- ✓ to create motivation for lifelong learning;
- ✓ to adjust evaluation system: less tests and exams and increase the number of practices;
- ✓ encourage the use of specific techniques and strategies to learn and communicate;
- ✓ to provide the tools in terms of communication, especially in an oral way.

2. Competencies that Need to be Trained in a Practice Enterprise

BULGARIA

The Practice Enterprise project program should be structured to develop skills for effective thinking, effective action, effective relationships, and effective achievements. The Practice Enterprise should be a compass for students to develop themselves in every-day life and at work towards the changes in the labor market and in future professions. Apart from the fact that



jobseekers need a whole set of qualifications, they are also required to own the so-called "soft skills", which requires flexibility.

- Accepting criticism
- Flexibility
- Problem-solving
- Self-confidence
- Work ethics
- Challenges at work, under the pressure of deadlines
- Teamwork
- Time management
- Good communication
- Positive point of view
- Skills for learning through practice
- Skills for independent learning and lifelong learning

ITALY

- Autonomy and confidence
- Flexibility / adaptability
- Stress resistance
- Planning and organization
- Accuracy / attention to details
- Continuous learning
- Information management
- Initiative
- Communication
- Problem solving
- Teamwork

LITHUANIA

- Ability to provide information by various means of communication in national and foreign languages;
- Ability to use and apply modern communication tools for business;
- Ability to define the principles of company's activity and conduct and maintain ethical norms and trust-based communication and cooperation relations;
- Ability to make decisions and take responsibility for the consequences of decisions and performance;
- Ability to assess the impact of business environment changes on company activities;
- Ability to choose the best management mode;
- Ability to communicate, collaborate and manage relationships;
- Ability to think creatively, to raise ideas, to purposefully pursue goals.



SPAIN

- Linguistic communication. Application of the techniques of verbal communication with special emphasis on non-verbal communication;
- Social and civic competence. Understanding the importance of ethical behavior and corporate social responsibility;
- Taking care of the environment and learning to carry out sustainable projects;
- Fostering learning abilities: attention, memory, experience, encouragement of teamwork, synthesis of information and opinion;
- Autonomy and personal initiative. Ability of the students to examine situations taking risks to advance;
- Digital competences.

3. Activities and Ways for Achieving the Objectives and Competencies

BULGARIA

- self-evaluation and analysis of the individual opportunities for development of entrepreneurial thinking and opportunities for career development;
- generating ideas for starting a business - creative thinking, interests, hobbies etc.;
- planning, organization and management of activities in PE and at a specific workplace;
- communication in native and foreign language through clear, convincing and literate expression in oral and written form;
- preparation and periodic upgrading of CV and motivation letter; preparing an individual portfolio;
- proper reading and interpretation of different job vacancies, critical and analytical thinking regarding employers' requirements;
- preparation for a job interview with a particular employer;
- develop business documents - business letters, emails, offers, invoices, order coupons, integrating the capabilities of Word and Excel;
- creating the corporate image of PE using graphical programs and web resources - logo, business cards, promotional materials, catalogue, promotional offers, web site;
- implementation of successful sales techniques, initiative and confidence in the trade negotiations and completion of a deal;
- applying digital skills and acquiring new ones within the work of PE.

ITALY

- organization of meetings and activities with experts in employment sector;
- simulation and analysis of business problems;
- generation of real situations and cases in multiple offices, errors, customer complaints, rotation in roles, etc.



LITHUANIA

- using free Google tools to customize them for a business;
- making designs, audio or video advertising, PowerPoint presentations, using online tools;
- creating documents, forms, templates according to the rules of writing, forms to speed up and easing work;
- using functions to quickly and easily calculate prices, salaries, etc.;
- customize, use mobile applications, and learn how to create QR codes;
- management of stress and conflict situations;
- business communication activities;
- training the rules of conduct during an interview;
- training of techniques for Selling Yourself and personal branding.

SPAIN

- soft skills training for the work environment;
- increasing teambuilding activities;
- teaching bilingual (official language and English);
- training of soft skills assessment methods;
- administrative management, software for accounting, human resources management and selling process;
- using the number of communication tools in practice;
- organization of events.

4. Trainers' Skills and Needed Methods to Help Students to Achieve the Objectives and Competencies

BULGARIA

- understanding and applying new technologies - providing up-to-date software products, online platforms, test products, social networking for communication, etc., and developing some tutorials to work with them;
- ability to provoke creative imagination in their students;
- work as a team player, who can share experience;
- ability to use communication and feedback channels in order to build up communication policy and improve work with parents, students and the local community;
- ability to provide a learning process with activities and resources;
- continuous training;
- adaptability/flexibility.



ITALY

- knowledge of future employment and job market trends: growing sectors, largest numbers of job openings, etc.
- ability to reach companies to provide an opportunity for students' internships;
- ability to reach public bodies for policy discussions;
- skills related to group management and leadership.

LITHUANIA

- teachers-experts with specific knowledge and competencies in different subjects

SPAIN

- knowledge of coaching methods and tools used nowadays;
- being up-to-date with new technology tools;
- ready to include innovative methods in a classroom;
- motivated and enthusiastic;
- ability to manage different levels of groups;
- flexible and be able to adapt;
- ability to take over facilitator instead of teacher role;
- empathy.

5. Techniques and Ways of Evaluating Student Knowledge and Competencies

BULGARIA

- evaluators: trainers, trainees' self-assessment, a whole group of trainees, representatives from the business sector; stakeholders;
- self-assessment is important for students in terms of self-control, and to raise their curiosity and motivation to learn and build knowledge and skills continuously within the changing market environments and towards the occupations of the future;
- teachers' assessment is important because they are the ones who have to provide students with missing knowledge and skills and therefore receive feedback on how far they have done;
- assessment of digital and soft skills - both of them are of great importance to employers today;
- evaluation steps and levels are required, with both theoretical and practical knowledge and skills being assessed;
- initial, current and final assessment - there must be evaluation stages - both in self-assessment and in teacher evaluation, with benchmarking between the different evaluation stages.



ITALY

- observation by a teacher or an external expert;
- periodic questionnaires with short final reports to be shared;
- evaluation of the documentation produced, the correctness of the documents processed and compliance with the procedures.

LITHUANIA

The assessment must be selected in such a way that will allow participants to set themselves realistic learning goals, to evaluate themselves and others' learning progress.

- self-monitoring: presentations by using evaluation tables;
- assessment in a form of discussions with a trainer and group of students;
- assessment in a test format;
- different evaluation stages: initial, continuous, and final evaluation.

SPAIN

Using different evaluation stages: initial, continuous and final

- in the initial stage students get to know what they lack and what would be their final objective concerning technical knowledge and soft skills;
- the continuous stage is used to check if we are in the right direction to achieve students' final objective;
- the final stage is used to check if we have achieved what was planned at the beginning together with the student.

6. Communication Between Stakeholders (school, parents, students, business mentors, etc.)

BULGARIA

- developing effective communication channels: teacher-teacher; teacher-students; teacher-parents; teacher-business mentor and other stakeholders; students-students; students-business mentor and other stakeholders
- conducting weekly working meetings and planning of the team of teachers from the school;
- parents and students' guardians can take part in monthly meetings in the form of open-door days;
- for the students - each working day begins with a team work assignment, departmental work, and individual work for each specific job;
- a very close relationship with the business mentor. Ensuring opportunities to visit a real work environment, production process, etc.;
- Meetings with representatives of the Bureau of Labor, employers' organizations, NGOs for the purpose of practicing presentation and social skills acquired in the Practice Enterprise;
- Communication is led by e-mail, social networks, video conferencing, online surveys, etc.



ITALY

- hold meetings with families in a possible presence of external experts;
- reporting the results of the periodic questionnaires and evaluations to families and external experts;
- reporting to students the levels of skills achieved.

LITHUANIA

- parents' meetings and visits;
- emails, electronic diary;
- meetings, conferences, lectures open for participation by representatives from the business world.

SPAIN

- open door events for all stakeholders: school staff, parents, students, business mentors;
- presentation of PE activities and business for employers/business mentors;
- real open doors day for parents when starting the school year;
- presentation of the project from the educational point of view to all school teachers starting school year.



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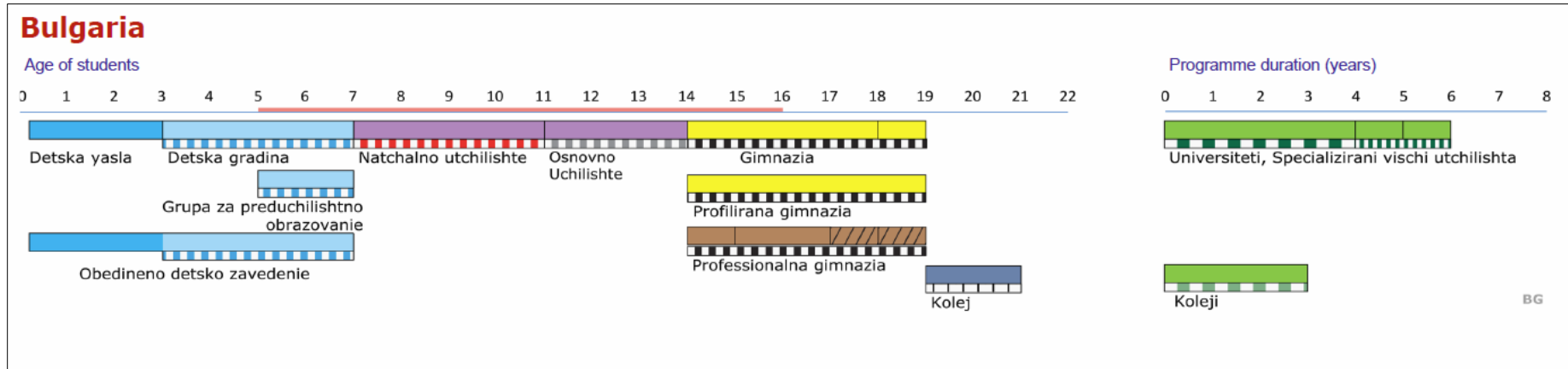
Annex 1: Guide for Schematic Diagrams

Levels and types of education							
	Early childhood education and care (for which the Ministry of Education is responsible)						
	Primary education						
	Single structure						
	Secondary general education						
	Secondary vocational education						
	Post-secondary non-tertiary education						
	Tertiary education (full-time)						
	Compulsory full-time education/training						
Allocation to the ISCED 2011 levels (see definitions below)							
	ISCED 0		ISCED 2		ISCED 4		ISCED 6
	ISCED 1		ISCED 3		ISCED 5		ISCED 7
<p>ISCED 0: Early childhood education ISCED 1: Primary education ISCED 2: Lower secondary education ISCED 3: Upper secondary education ISCED 4: Post-secondary non-tertiary education ISCED 5: Short-cycle tertiary education ISCED 6: Bachelor's or equivalent level ISCED 7: Master's or equivalent level</p>							

Source: Eurydice.

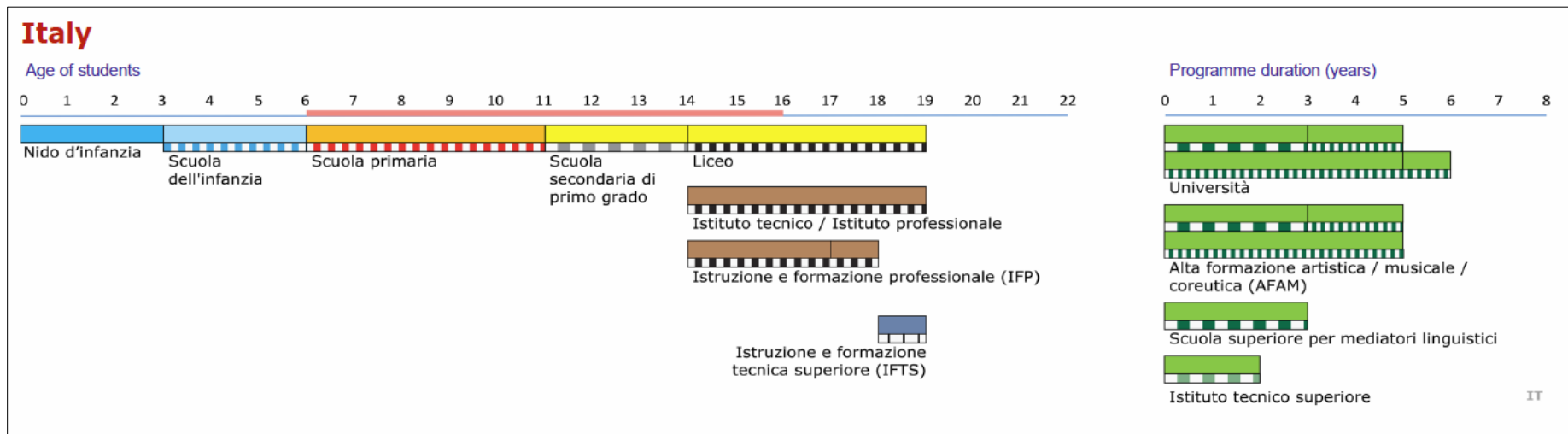


Annex 2: Structure of the Education System in Bulgaria



Source: Eurydice.

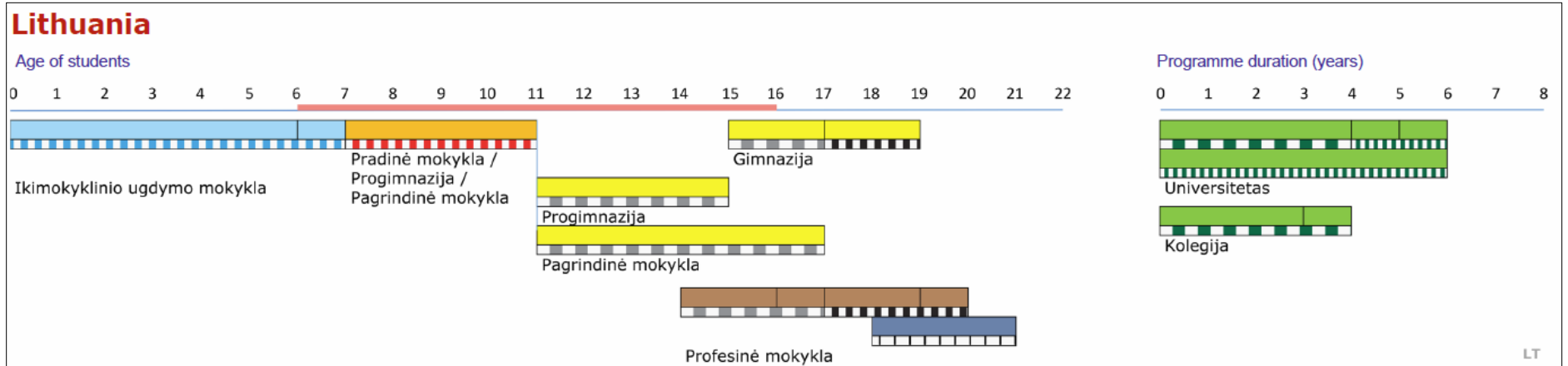
Annex 3: Structure of the Education System in Italy



Source: Eurydice.

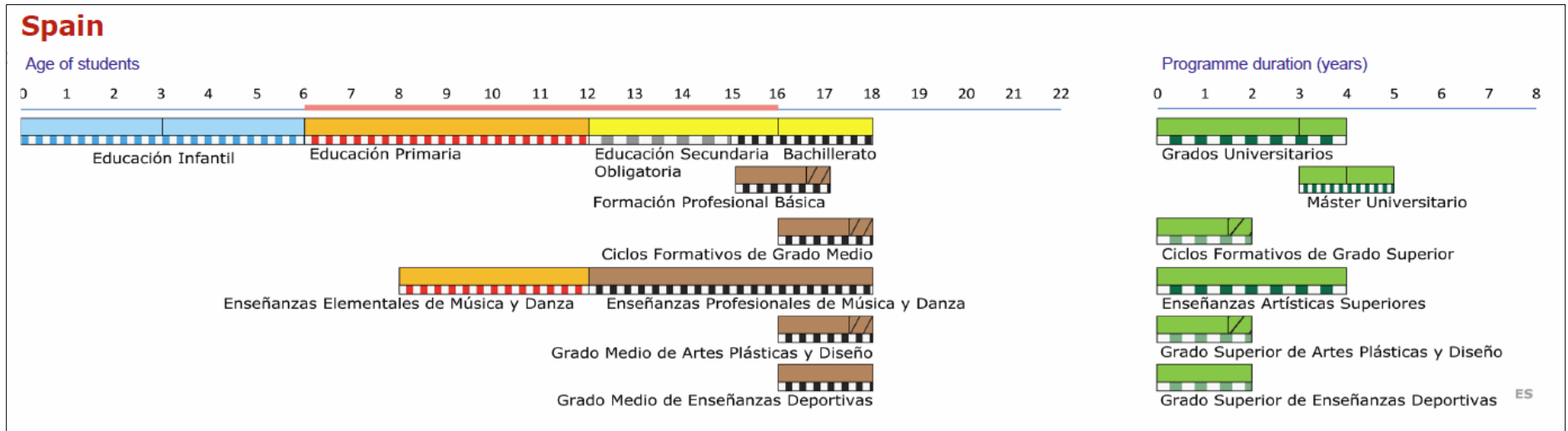


Annex 4: Structure of the Education System in Lithuania



Source: Eurydice.

Annex 5: Structure of the Education System in Spain



Source: Eurydice.