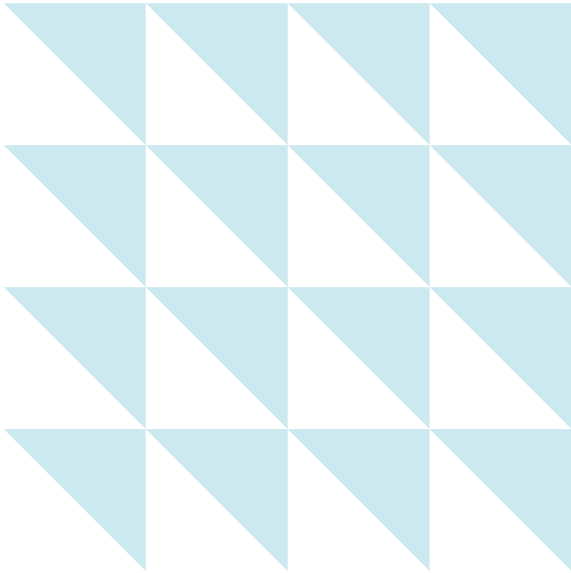Training guide for youth workers, trainers, and peer educators

The hug
TO EMPLOYMENT

Methodology for prevention of early school leaving and unemployment in VET

CONTENT

The hug to employment project description

This comprehensive program of socio-labor insertion for young people at VET (Education and Vocational Training) will create an innovative device within the training institutions and municipalities. Based on individual support to vulnerable young people, not only will it prevent students from school drop-out but it will also make it possible for them to obtain the ESO graduate (Basic FP). Moreover, their possibilities of employment, their connection with the working market, and their opportunities for social participation and inclusion will increase.

The project develops a methodology of individualised support for students which will be carried out through social, educational and emotional coaching, aimed at the entire education system, since emotions are the main part of the learning process.

Furthermore, a methodology will be provided so that students will be given the chance to work with a Youth Coach, a person who will prevent students from dropping out, by working from peer to peer, not only in the school setting, but also during their creative leisure. Finally, there will be a compilation of 45 good practices related to school dropouts, which will serve either as an inspiration framework or as a resource bank for other VET education professionals.

During the 24 months of the project, the 4 partners from Spain, Norway and the Netherlands will work intensively in order to achieve the expected high quality results.

THE HUG TO EMPLOYMENT has the overall objective of avoiding youth unemployment and increasing the number of young who obtain basic vocational training/ESO in order to prevent them from early school leaving.

- **ADDRESSEES:** Secondary schools
- **DURATION:** October 2019 - December 2021
- **PARTICIPATING FORMAL PARTNERS:**
  - **SPAIN:** Ajuntament de Silla , Amics de la Fonteta
  - **THE NETHERLANDS:** A Stichting Bloom
  - **NORWAY:** Vestland, Fylkeskommune
- **INFORMAL PARTNERS**
  - **SPAIN:** IES Sanchis Guarner, IES Enric Valor, CEIP Sagrada Família, IES Dr. Lluís Simarro, IES Josep de Ribera, CIFP La Costera, Universitat de València, Amparo Ribes Greus, Professor and Coordinator of the Research and Innovation group in active Methodologies at the Universitat Politecnica de Valencia
  - **THE NETHERLANDS:** Plusgroep, RocMondriaan, Stichting Bloom
  - **NORWAY:** RedCross, Vestland, Fylkeskommune

WHO WE ARE. **WHERE DO WE COME FROM?**

Ajuntament de Silla

City Council of Silla

Coordinator of the project

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AJUNTAMENT de SILLA

Trajectory and experience in European projects

Our organization is the City Council of Silla, a municipality of around 20,000 inhabitants, located in the metropolitan area of the city of Valencia.

The tasks carried out in the field of vocational training are coordinated by the Training and Employment Department. With respect to the target group of the project, it is aimed to all the citizens in Silla aged between 15 and 25, as they are the population towards which active employment and training policies are intended.

The city council participated as partners and coordinators in many Erasmus projects, some of them involving the Education Department and others involving the Youth Department. We have now decided it is time to address this project towards employment.

We have great experience in the field of vocational training for employment. We organize

employment workshops, job placements, workshop schools and many more events every year. We currently have the Tourism, Gardening, Organic Farming, Building, Cleaning and Masonry specialties. The department's team of workers is made up of 8 people. The contact person of the entity is responsible for the Employment Service and has also participated in different Erasmus + programs, with the cooperation of the Youth department, which has also coordinated different projects. In addition, the relationship with other workers of the same City Council is due to consider, since they are the Mayor's Office, Treasury and Intervention departments.

Our organization has extensive experience in the Erasmus + and Youth in Action program. On the one hand, we have been a sending / hosting / coordinating entity since 2009. As a sending entity, we have sent more than 30 young people and we have welcomed a total of 10. We have the Youth European Service within the facilities of the Youth Information Centre. Moreover, we are also advisers on European and youth matters on mobility programs.

The City Council has developed various programs related to school dropout. The Social Services Department has always taken action to reinsert those young people who have already left the system, into suitable training itineraries. In addition, we are participating in a one year Erasmus + VET project on the reintegration of Dropout youth.

From the Employment Department, we offer training and professional qualification activities related to training young people at risk of exclusion.

There are three people directly involved in this project. Two of them are responsible for employment and training, and they also coordinate training activities for employment in the municipality. The third person is the Youth Worker, who is responsible for the Erasmus + Youth Service and has extensive professional experience in project management.

Silla ▶▶▶▶
School dropout

Silla is a municipality in the Comunitat Valenciana (CV), located in the crown of the metropolitan area of Valencia, the main city in the CV. According to the latest available data, 1st January 2020, there are 19,078 inhabitants in Silla. The average age of the population is 43 years old, which shows a slightly younger population than the average in the CV, but similar to that of Valencia metropolitan area. Silla's population variation over the last 20 years has been positive, with an increase of 22.19% during those years. The population growth is mainly due to the arrival of migrant population, mainly young couples with children, and, to a lesser extent, due to the fertility of young native families.

In relation to the young population, as we can see in the following table, the population under 30 years of age represents almost 30% of the total population of Silla. Although this propor-

Population under 30 years of age. Silla, 2020

Age	Total	% Total Population	Men	%	Women	%
0-14	2890	15,15%	1409	48,8%	1481	51,2%
15-29	2701	14,16%	1325	49,1%	1376	50,9%

Tabla: The Hug to Employment • Fuente: Ajuntament de Silla • Creado con Datawrapper

tion is similar to what we observe in western societies, where the demographic transition has taken place, it certainly is a significant percentage of the total population.

The population of foreign origin resident in Silla in January 2020 represented 13.21% of the total population of the municipality. This proportion is similar to that of the CV (14.87%), although slightly lower. In relation to the Spanish average (11.45%), the proportion of the population of foreign origin in Silla is almost three points higher. In terms of coexistence between the different communities and nationalities present in the municipality, no significant problems have been detected. In the area of the fight against social exclusion, Silla Town Council has developed various initiatives to promote inclusion, social welfare and coexistence.

Regarding the labour market, the unemployment rate registered by the State Employment Service is 14.5%. Almost 10% of the 1809 people in the municipality registered with the Employment Services are young people under 25 years of age. It is important to note that a total of 148 people registered with the employment services said that they had not previously had any employment. From this figure it is clear that many of these young unemployed people have not yet had any job opportunities.

The average net disposable income of Silla in 2018 (19331 €), despite having increased over the last few years, is significantly below the average values of the province of Valencia (21475 €) and is 5.78% lower in relation to the average of the CV (20516 €).

As far as the education system is concerned, Silla currently has a total of 6 educational centres of different levels and ownerships. The different public and private schools in Silla have a total capacity of 4,322 pupils according to figures provided by the regional government. Three of the schools are located in the town centre: the public school "Virgen de los Desamparados", the private school "Sagrada Familia" and the public "Manuel Sanchis Guarner Secondary School". The rest of the schools are located on the outskirts of the town centre, mainly in the south of the municipality.

The educational level of the population as a whole is below the average for the CV for each of the levels. Thus, according to the latest available data, 18% of the population aged between 16 and 64 years old has a level of education equal to or lower than primary school. Of the population aged 16-64, 66% have secondary education (compulsory and post-compulsory) and 17% have more than secondary education, while in the province of Valencia the population with higher education is 23%.

Focusing on the young population targeted by this project, in the following paragraphs we present some characteristics associated with educational performance in secondary schools in the municipality. The data come from the "Itaca" programme, an application of the regional government, where schools record the academic results of their students.

In compulsory secondary education (ESO), the proportion of students who do not pass the course is higher in the first and third year of ESO. In relation to gender, there is higher proportion of boys who do not achieve the school year goals, compared to girls, being particularly notable in some years. However, in the second year of ESO (Secondary School), a higher proportion of girls fail the course. In terms of academic profiles, students who require some form of support(curricular diversification) significantly fail in the third year of ESO.

As for young people from migrant families, failures are highly concentrated in the last year of ESO. This distribution of failed grades among young people from migrant backgrounds is striking. One possible explanation is that this concentration of failures in the last year may be due to academic criteria, which are laxer in the first three years, but become stricter in the year leading to the ESO diploma. These data warn of the need to reinforce attention to young people in their final year.

% Students who failed the course by level, 2020/2021

	Boys	Girls
1 ESO	16,3	9,8
2 ESO	2,4	5,1
3 ESO	13,8	4,6
3 ESO (D.C.)	16,7	0
4 ESO	0	0
4 ESO (D.C.)	0	0

D.C.= Curricular Diversification

Gráfico: The Hug to Employment · Fuente: Generalitat Valenciana-Conselleria d'Educació · Creado con Datawrapper

Migrant students who passed / failed the course, 2020/2021

Total numbers

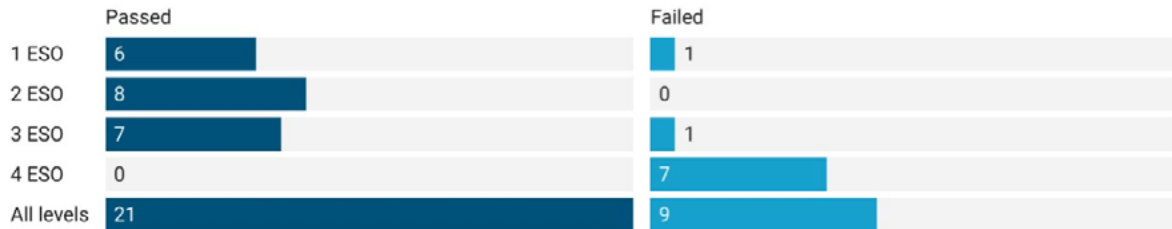|	Passed	Failed
1 ESO	6	1
2 ESO	8	0
3 ESO	7	1
4 ESO	0	7
All levels	21	9

Gráfico: The Hug to Employment · Fuente: Generalitat Valenciana-Conselleria d'Educació · Creado con Datawrapper

As for the number of failed subjects, the available data refer to a single school, the IES "Manuel Sanchis Guarner". From these data, the high proportion of students who fail four or more subjects stands out. If we add these two categories together (see table below), almost a quarter of students at all levels fail four or more subjects (an even higher proportion in the second and third years).

Students by number of passed and failed subjects, 2020/2021

	ESO (all levels)	1 ESO	2 ESO	3 ESO	4 ESO
all subjects passed	44,0%	52,4%	27,9%	31,9%	35,8%
1 subject failed	14,6%	9,7%	16,5%	12,5%	20,9%
2 subjects failed	7,4%	6,8%	13,9%	11,1%	17,9%
3 subjects failed	8,6%	6,8%	6,3%	11,1%	9,0%
4 subjects failed	5,4%	3,9%	8,9%	6,9%	4,5%
>4 subjects failed	18,9%	20,4%	26,6%	25,0%	11,9%

Data from IES Manuel Sanchis Guarner

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Trajectory and experience in European projects

The Bloom Foundation is a Dutch organization that aims to create opportunities for young people with fewer opportunities to have a formal learning experience

Our target group are young people who have difficulties in school, work or have problems with social behaviour. We create non-formal learning experiences for these young people to increase their social inclusion and changes to obtain and maintain an education and / or job.

Bloom creates an international network of organizations working with this vulnerable target group. In this network, knowledge and experiences are shared, and projects are developed and started international. Bloom organized a training / network meeting with organizations from 8 European countries in October 2014.

The organizations involved are working with young people with less opportunities, especially (potential) absentees from school and / or unemployed. These organizations, both youth and educational, form a network in which you can create projects for this target group. Bloom also participated in a follow-up seminar in Norway, May 2015.

Bloom organized several short-term group EVS youth with fewer opportunities in Turkey. We truly believe that non-formal learning, especially for troubled social youth, gives them a once in a lifetime experience. Bloom professionally coordinates the guided EVS projects for these young people, either individually or in groups.

The key people involved in this project are Jorine van Egmond and Nathalie Feitsma, founders and coordinators of Bloom. Both have experience in caring for young people, working with the NEET target group. Jorine van Egmond has coordinated international projects such as Youth Exchange, EVS and youth initiatives for this target group since 2008. After founding Bloom in 2013, they have coordinated short-term group EVS, youth exchanges and training events for organizations that work with NEET.

Bloom has been the host entity of the job Shadowing project with the City Council of Silla, through which we have shared our experience in working with NEET. Bloom has a lot of experience in the use and application of Open Learning Badges for the professional certification of micro-competencies and thus the improvement of the employability of youngsters.

Bloom facilitates international experience based learning and seeks possibilities to recognize and validate competences gained outside the formal educational system.

- Network organization
- International Volunteering under ESC
- Open Badges
- Watch video

Bloom in international context

■ Coordinating and sending: ESC

■ Partner in research and development about non formal learning, cross over with formal learning

■ Project leader: Open badges and how to use it

Europe and the Netherlands are committed to combating early school leaving. The aim is for a maximum of 10% of 18 to 25-year-olds to leave education prematurely by 2020, i.e. without a basic qualification. The national target for the Netherlands is 8%. In the chart are the dropout rates of 28 European countries compared with the dropout rates in the Netherlands.

In the Netherlands young people between 12 and 23 who leave education without a basic qualification are called dropouts. In 2019- 2020, the number of early school leavers fell (sharply). There are 22,785 dropouts in total, 1.72% of the total starting population. In the chart underneath can be seen how the rates have fluctuated in the past few years. Although the numbers go down, we still think every dropout is one to many and government and school will keep focussing in keeping every student on board.

Plusgroep project

'In Hug to Employment Bloom Foundation worked together with the Plusgroep, a Dutch organization which is very experienced in (peer to peer) coaching inside and outside school.

For 10 years, Plusgroep has been offering individual coaching that is used if a young person is at risk of early school leaving. Plusgroep recruits, trains and matches professionals, trainees and volunteers.

Plusstudent is a trainee in Pedagogy, Applied Psychology or Social Work who, as a peer coach, supports students at school on the basis of the solution-oriented methodology. Peer-to-peer coaching is very accessible and can be used preventively. This increases the self-reliance of the young person.'

Voortijdig schoolverlaten voor de EU-28 en voor Nederland
Jongeren van 18 tot 25 jaar, in procenten

— Europese Unie (28 landen)   — Nederland
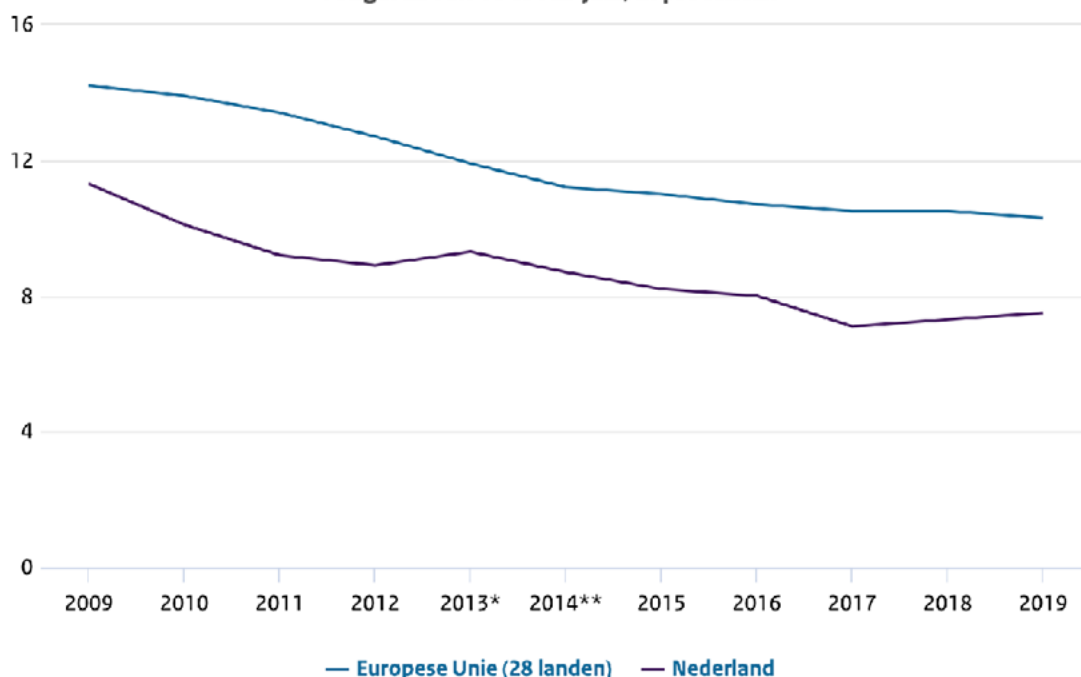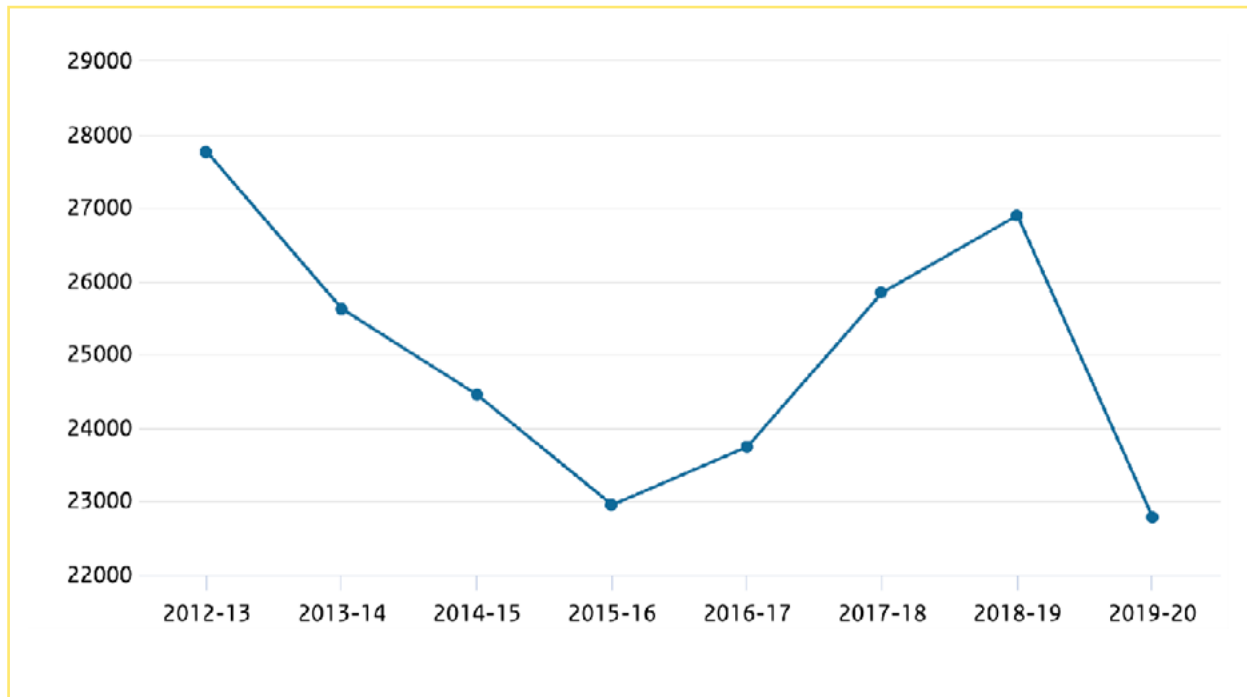
Youth unemployment rate

In 2020, 9.1% of the 15 to 25-year-old labor force was unemployed. In 2019 this was 6.6%. After a long period of decline in the percentage of young people looking for work, the corona pandemic in 2020 will lead to an increase.

Young people without a basic qualification are more often unemployed over the years than young people with a basic qualification. In 2020, 7.4% of young people with a basic qualification were unemployed. Among young people without a basic qualification, this percentage was much higher: 11.4%. In both groups there is an increase compared to 2019 (Statistics Netherlands 2021).

Young people with a migration background

Unemployment among young people with a migrant background reached 14.6%, in 2020, almost twice as high as that among young people with a Dutch background (7%). After a long period of decline in the percentage of young people seeking work with a migrant background, in 2020, as with young people with a Dutch background, there will be an increase again under the influence of Coronavirus.

We can conclude that young people with a basic qualification have better chances in finding and keeping a job and therefore finding their way in life. We need to keep investing in preventing school dropout. Prevent instead of cure!

Vestland Fylkeskommune Arstad VGS
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Vestland
fylkeskommune

Trajectory and experience in European projects

Hordaland County Council (HCC) is a public authority, responsible for developing Hordaland society.

We provide vocational education and public transport for our citizens. We develop the road system and facilitate growth, economic development and cultural activities. As part of national and global society we are responsible for taking care of the past, the present and the future in Hordaland.

The Council is the county's political decision-making body. The administration of Hordaland County is located in Bergen, one of Europe's great scenic cities, and the second largest city in Norway.

Hordaland County Council (HCC) has been involved in EU-programmes since the EEA agreement was signed in 1994. We have had a special interest in the EU-programmes for education (Erasmus+, Lifelong Learning, Leonardo, Comenius) and youth (Erasmus+, Youth in Action, Youth, Youth for Europe), in addition to the Interreg programme. Have a look at our International Newsletter, published twice a year: http://www.hordaland.no/nnNO/internasjonalt internasjonalt-nyheitsbrev/
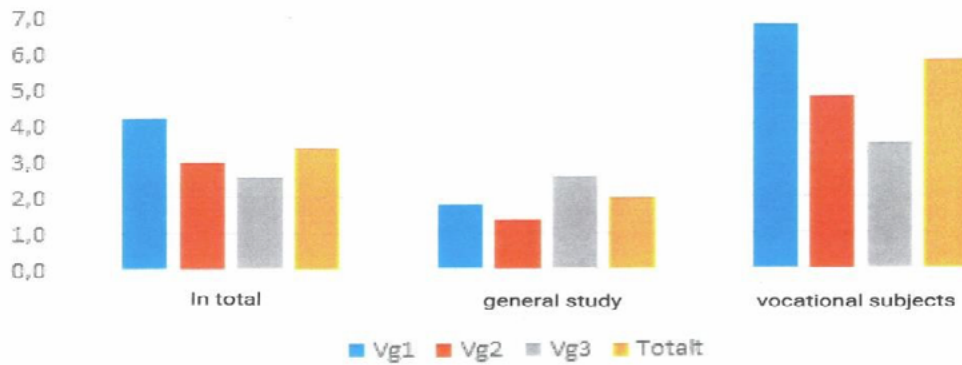
In our vocational education activities we have several groups and we also cooperate with the local VET schools in the frame of the different projects.

Hordaland County Council (HCC) established the European Office in 1994 and since then we have been involved in EU- programmes. We have been coordinating many EU-financed projects, from big ones to smaller youth projects, in addition to being partners in numerous projects, all these years our organisation has developed a lot of skills and expertise in the field on European cooperation projects, both on EU-politics, EU-programme expertise and management, and we have a broad network of cooperation partners in Europe.

HCC's International Strategy points out two important goals for international cooperation, being the second one of big relevance for this strategic partnership project: "giving young people international competences, experiences and responsibilities." HCC has been regional contact for EU-programmes and for Youth since the nineties. The coordinator of this project has 20 years of experience in different international non-formal learning projects: EVS Youth Exchanges, Democracy Mobility Projects for youth workers and Youth Initiatives within the framework of EU-programmes youth. In the 3 years preceding this project, the coordinator has been focussing especially on NFL as a tool for inclusion of youth with fewer opportunities. In 2017 Hordaland Council developed a Strategic EVS
▶ EVS 4 Inclusion - offering short term EVS to early school leavers.

Dropout rate in upper secondary school according to Udir.no, year 2019/2020 / NORWAY

Chart values: 7,0 6,0 5,0 4,0 3,0 2,0 1,0 0,0

Categories: In total — general study — vocational subjects

Legend: ■ Vg1 ■ Vg2 ■ Vg3 ■ Totalt

Årstad vgs Vestland County Council

Årstad is a mainly vocational school, but also a combined school with programs within study specialization In general. About 1000 students and approximately a staff of 160.

■ Electrical, mechanical, design, art and architecture, health-, child- and wellness workers

■ Study specialization in general, education for newly arrived youths.

■ Students with special needs

■ LUE2 Inclusion local results

Collaboration with Bergen Red Cross:

■ Group EVS

■ Conflict management workshops

■ Offers part-time students to work with Red Cross

■ Facilitates the system of badges

Amics de la bilioteca de la Fonteta

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Trajectory and experience in European projects

Our organization was founded in 2005 and was created with the intention of developing programs of community development through sociocultural animation and preferably with population in risk of exclusion

Thus, our entity began developing school reinforcement activities with children from families at risk and is currently developing actions to empower young people at risk of exclusion through sociocultural animation and non-formal education.

Our main objective is to transform society by fighting against discrimination and exclusion, through positive actions of sociocultural animation.

Our target group is young people from 15 to 35 years old, although sometimes we develop activities with children (5-15) and with the general adult public (without age limit).

**The regular activities of our entity consist of:**

◼ Monitoring, administration and coordination of meetings (one every month approximately) - Meetings of the coordinating board (one every 2 or 3 weeks, approximately)

◼ Training activities (one every 2 months, on various topics) - Cultural activities (one every 2 months, in collaboration with other cultural entities)

◼ Intercultural activities (one every 2 months, in collaboration with other entities or alone)

◼ Family activities (one every 2 months, in collaboration with other entities)

◼ Activities for children (one every 4 months, such as storytelling, games, workshops ...)

◼ Creative activities (one every 2 months, artistic creation workshops, game development, etc.)

◼ Dissemination activities of socio-educational activities for young people and adults - ONLINE (to daily) - Collaboration activities with other associations (weekly).

The people who participate regularly in our association have a very diverse profile, from students to employees from different sectors. People involved are always volunteers, being the average rate between 5 and 20 volunteers per activity, depending on the day and the theme. The coordinating board is formed by 4 volunteers. The technical team is made up of a full time working youth professional, who is in charge of the administrative management and the development of the up and running campaigns and projects, and two part-time program technicians. During 2008 and 2009, we had the opportunity to host volunteers in our entity. However, the experience was somewhat difficult given the low regular volume of activities, so we decided to focus on shipping. In this new stage, thanks to our experience, we will carry out the functions of coordinating the host projects of other entities.

The empowerment of vulnerable youth is one of the foundations of our entity, since it constitutes one of the reasons for its creation. Currently, the high unemployment rate means that most of the young people with whom we develop activities have difficulties finding a job. In addition, we have regular activities with a group of young people who are neither studying nor working. It is within this group of people where our relevant experience for this application is focused, applying non-formal education methodologies to motivate young people towards vocational training. We also have experience in the use of Open Learning Badges as a tool for the recognition and validation of the learning acquired in the educational process .

We have been developing activities for ten years, in order to promote participation and active citizenship in Silla and in the city of Valencia.

In the international arena, our entity has carried out various projects with the Erasmus + program: Youth in Action (exchanges, courses, EVS).
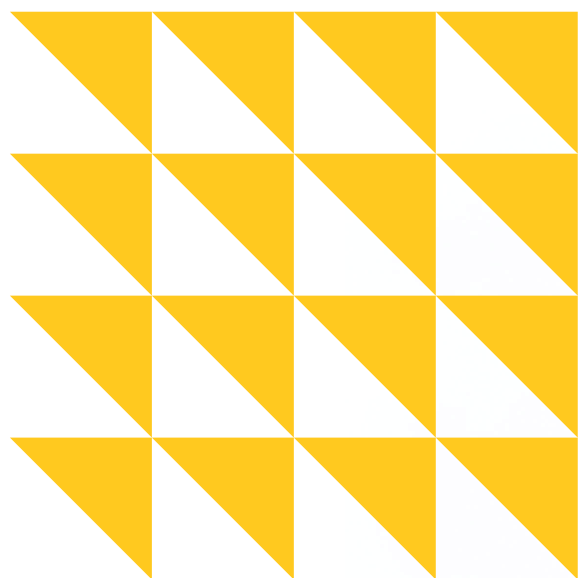
INTRODUCTION

The European Union main aim is the rise of every single member country by strengthening their intellectual, scientific, technological, cultural and social dimensions. It presents the development of a European society based on knowledge.

The idea of a Knowledge Society was forged in the very principles of the Maastricht Treaty, Articles 126 and 127, which state that "the European Community shall contribute to the development of quality education by encouraging cooperation between Member States and, if necessary, by supporting and supplementing their action". Similarly, the European Commission, in its White Paper on education and training, entitled "Teaching and learning - Towards the learning society", after a description of the challenges and an analysis of the developments to be envisaged, identifies the main initiatives aimed at achieving the learning society: (i) encouraging the acquisition of new knowledge; (ii) bringing school and business closer together; (iii) fight exclusion; (iv) speak three Community languages; and (v) give the same importance to investment in equipment as to investment in training. In short, the future of the EU is directly linked to the EU's ability to move towards the new society, which must be a just and progressive society, based on its great cultural richness and diversity. The education and training acquired in the education system, in business or in a more informal way, should contribute to social inclusion, to the development of employability skills and to the development of human fulfilment. (E.U.C. European Union Commission. 1995).

However, the concept of the Knowledge Society was not defined until the Lisbon European Summit in March 2000. It is a political initiative that encompasses a set of actions to bring about a radical transformation of the economic structure of the current industrial society, in which the productive system is based on material factors, towards an economic system in which symbolic and knowledge-based factors are dominant. Cognitive factors, creativity, knowledge and information are increasingly contributing to the wealth of companies. Karsten Krüger REVISTA BIBLIOGRÁFICA DE GEOGRAFÍA Y CIENCIAS SOCIALES. Universidad de Barcelona. ISSN: 1138-9796. Depósito Legal: B. 21.742-98 Vol. XI, nº683, 25 de octubre de 2006.

At the same time, however, there is a growing awareness of the lack of knowledge and the risks that this entails for the development of society itself. Increased knowledge leads to an increase in the number of people who do not reach these levels and consequently to an increase in ignorance. While knowledge is increasing rapidly, the lack of knowledge of those who do not know is increasing at an even faster rate. In this sense, new forms of social exclusion related to access to information and knowledge are appearing. Therefore, education and training is one of the essential ways to avoid this risk of exclusion, and the fight against it would be based on the democratic and universal dissemination of knowledge in all social strata.

In order to build this Knowledge Society, it is logical to establish that one of the priorities is the fight against early school leaving. It is necessary to prevent a significant proportion of young people from being excluded because they do not have the skills to fully develop their talents, both for their own benefit and for the benefit of the economy and society.

The general strategy to fight early school leaving is, on the one hand, to promote education policies that foster high quality school systems and, on the other hand, to develop social policies in which youth care services are included and employment and integration policies are promoted. Horizontal coordination between different actors and vertical coordination across different levels of government are equally important. Thus, strategies to fight early school leaving should include elements of prevention, intervention and compensation.

Prevention policies focus particularly on the educational sphere. The aim is to lay a solid foundation for schoolchildren to develop their learning potential, as well as their basic linguistic and cognitive skills, by being integrated into school. Providing quality education is beneficial for all students, and particularly relevant for those from disadvantaged backgrounds. These policies would be associated with an increase in the supply of education, support for schools in disadvantaged areas, increasing flexibility and permeability of educational pathways so that no one feels excluded, enhancing the link between the education system and the world of work, implementing vocational training which is recognised, valued and well integrated into the general education and training systems, and strengthening the participation of parents by encouraging their cooperation within the school.

Intervention policies envisage the involvement of many more actors, on the one hand focusing on teachers by supporting pedagogical innovation, in order to increase their competences to tackle the causes of ESL at all levels. On the other hand, it requires the involvement of parents and other partners outside the school, such as local community services, organisations representing minorities, cultural and sports associations, employers and civil society organisations, all of which enable holistic solutions to help pupils at risk. In other words, it is a matter of developing Learning Communities where all actors count. Finally, local services could reinforce this intervention by organising extracurricular activities outside the school, after school hours, to fight against the technological gap, especially by developing digital skills that allow a rational and safe use of information and com-

munication technologies, as well as artistic, cultural and sporting activities, in order to increase the self-esteem of students at risk and develop their resilience in facing the difficulties that arise in their learning process. In this sense, the role of the social tutor or COACH would be essential.

Compensatory policies would be aimed at helping early school leavers by providing non-formal or informal learning environments and establishing various re-entry pathways to develop second chance programmes, thereby promoting lifelong learning, another key feature of the Knowledge Society.

The **Hug to Employment** project is designed to respond to intervention and compensatory policies, as its main objective is to develop a comprehensive programme of socio-labour insertion for young people, promoted by the municipalities, in order to enable students to obtain at least a basic qualification, increase their employability and facilitate their social insertion. In this process, the Youth Coach is particularly relevant, whose task is complex, as he/she must move from the role of a knowledge transmitter to that of a learning facilitator. Moreover, it depends on a wide range of circumstances, such as the objectives of learning, the peculiarities of the environment (rural, urban, slum) or the typology of the users. It must also play a dynamic role, establish direct contact with people, and develop its relational, dialogical, motivational and accompanying skills. Empathy bridges must be established, a motivating attitude must be maintained, so that the learner can develop autonomously in his or her own learning process, he or she must know how to listen, know how to establish collaborative relationships and adopt a creative and innovative attitude. Overall, they must know how to apply an innovative pedagogical approach by implementing new, more participatory methodologies, because improvisation and voluntarism are not suitable for this role if quality results are to be achieved.

Writer and journalist Nicole Krueger (on ISTE blog 2 September 2020) notes that Information and Communication Technology (ICT) proficiency, along with creativity, are the most in-demand job skills. One of the cornerstones of the Knowledge Society is the Digital Society. Citizens are expected to be able to use technology confidently and securely, to participate, to obtain information, to learn, to work, to get jobs and to interact with others. Digital competence provides not only the ability to harness the wealth of new possibilities associated with digital technologies and the challenges they pose, but is increasingly necessary to be able to participate significantly in the new knowledge society and economy of the 21st century. The European Digital Competence Framework for Citizens highlights five areas: **(i)** information processing; **(ii)** communication; **(iii)** content creation; **(iv)** security and **(v)** problem solving.

Creativity is therefore an essential human skill in a technology-driven society. In changing times, it is necessary to increase levels of creativity to generate innovative ideas. Nevertheless, many schools are out of sync with both global demand and social needs, leaving students poorly prepared for future success. In this sense, a coach has to establish the teaching of creativity as one of his or her priorities.

In short, the Coach must: **(i)** Know the Training Needs; **(ii)** Put the training action into context; **(iii)** Design Training Actions based fundamentally on the acquisition of digital and creative Competences; and **(iv)** Promote Learning Communities.

Learning Communities represent an educational model where the basic approach is to consider that all persons have the right to education, so that any learning classroom can be transformed into a learning community, thereby providing an equal educational response. This learning model was first proposed by Habermas and Freire,

5 Five reasons have been stated to justify learning through creativity

(i) Creativity is linked to intrinsic motivation to learn. Students are more motivated to learn when they are able to link their learning to their personal interests, when they have a sense of autonomy and control over their task, and feel competent in the work they are doing.

(ii) Jobs that involve creativity develop higher cognitive skills and therefore allow the brain to develop.

(iii) Creativity stimulates emotional development, as the creative process involves a lot of trial and error. Productive struggle builds resilience and trains students to overcome difficulties to achieve success.

(iv) It can help students who are not academically motivated. It has been proven that in many cases these students undergo an amazing transformation when they are allowed to unleash their creativity or explore a topic of personal interest.

(v) Creative thinking is an essential job skill for the future. As automation continues to absorb routine jobs, the creation of ideas and the opportunity to collaborate with others is what moves work forward.

(Habermas,J. 1987 Teoría de la acción comunicativa. I. Racionalidad de la acción y racionalización social. II. Crítica de la razón funcinalista. Madrid: Taurus (p.o. en 1981). Habermas,J. 1998. Facticidad y validez. Sobre el derecho y el Estado democrático del derecho en términos de teoría del discurso. Madrid: Trotta. Freire,P. 1997. A la sombra de este árbol. Barcelona: Roure. (p.o. en 1995).

Learning takes place as a result of equal dialogue and consensus between the largest number of sectors involved: social educators, leisure centres, associations, families, companies, students and municipalities, resulting in an important potential for social transformation. Learning Communities are implemented in real contexts, hence the proposed transformation affects the whole community, a neighbourhood, even a vil-

lage. What is learnt does not depend so much on formal learning as on the interaction among school, the home, the street, the media, all of which are conceived as powerful educational actors. This educational model was applied in educational centres in Brazil, and has been studied within the European Union's Sixth Framework Programme for Research INCLUD-ED, as a successful action to overcome school failure and promote social cohesion in Europe through education.

A learning community is a flexible structure, capable of adapting to the lifelong learning needs of a professional community. According to Wenger, McDermott and Snyder (2002) a learning community is "a group of people who share a common concern, a set of problems or a common interest in a topic, and who enhance their knowledge and expertise in this area through continued interaction". Wenger, E., McDermott, R., & Snyder, W. M. (2002). Cultivating communities of practice: A guide to managing knowledge. Boston, MA: Harvard Business School Press. It is a commitment to an inclusive model, in which the success of all individuals is promoted, regardless of their different starting points, given their socio-economic, cultural, personal, etc. conditions. It is crucial to put in place organisational and methodological strategies to ensure that everyone in the community succeeds. This concept focuses on the potential that everyone possesses simply because they are people.

In order to implement a project, the context has to be transformed, in that sense a learning community should be as diverse as possible in terms of gender, language, motivations, learning level and cultural background. It is about forming a group of people who share their knowledge for greater and better learning.

The methodology designed by **The Hug to Employment** project is also a response to compensatory policies, as it allows any member of the community participating in the Learning Communities to develop the core competences that increase their motivation to not only acquire new technical skills, but also a better understanding of the opportunities, challenges and even the ethical issues raised by new technologies, making them much more adaptable to change. In other words to promote Lifelong Learning.

The "Knowledge Society" is ultimately about fostering democratic citizenship where people are informed, engaged and interested in the society where they live. Hence, the Knowledge Society is not merely a society of more experts, more infrastructures, but a society based on respect for the principles of justice and solidarity. Educational proposals against intolerance are essential values of the European cultural heritage (E.C.C. 1997, 60). In the words of Prodi (2000), "The European Union is compelled to take a fresh approach to the training of a European citizenship capable of maintaining, within the diversity of its roots, a capacity for frequent and thorough dialogue, which is almost entirely non-existent today". This Teaching Guide, developed within the framework of The Hug to Em-
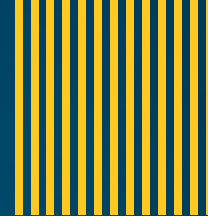
METHODOLOGY FOR PREVENTION OF

EARLY SCHOOL LEAVING AND UNEMPLOYMENT IN VET

Early school leaving as a problem in European societies

Early school leaving is one of the main problems facing education systems.

Western societies have been experiencing relatively high early school leaving rates for decades, which, despite steady declines over the last ten years, are in contrast to the targets formulated by national governments and multilateral agencies every year.

The EU defines early school leavers as the percentage of people leaving education and training with only lower secondary education or less and no longer in education or training (Council of the EU, 2011). Eurostat, for its part, operationalises this indicator by estimating the percentage of the population aged 18-24 who have not completed upper secondary education and are not in education or training. In this way of operationalising it should be taken into account that

young people who are or were in non-formal training in the four weeks prior to the survey are excluded from this indicator, which may lead to a slight reduction in the early school leaving rate, despite the fact that non-formal training does not lead to the acquisition of official educational qualifications and, therefore, the qualifications attained with such training would not allow the early school leaving threshold to be exceeded.

However, not all countries define and measure early school leaving in the same way. Depending on the country, the concept may include dropping out of education and training systems before completing the minimum compulsory level of schooling; dropping out before reaching a certain qualification (not necessarily the minimum compulsory qualification) or before completing upper secondary education (Singh, 2017). Variants of the concept of early school leaving are also common in policy and academic texts. Thus, while the term 'early school leaving' can include all forms of early leaving from education and training, the term 'school drop-out' usual-

ly refers to leaving the system during a school year that has not yet been completed. Dropping out of education can occur at any time and can be experienced by different age groups. In this paper we will refer to the first of these two conceptualisations (early school leaving), which may include the second one (school drop-out).

The way in which countries and international agencies conceptualise and operationalise early school leaving is important in understanding the focus of proposed policies to prevent early school leaving and improve school retention figures. School retention refers to the proportion of students who remain in the education system (Plasencia, 2020). Although some research has established that retention is significantly associated with early school leaving, some studies have found limitations in establishing a clear and unambiguous relationship between retention and dropout decline (Giano, Williams and Becnel, 2021). However, there is a clear consensus that early school leaving highlights the importance of developing preventive measures, which increase retention and prevent a student or his or her family from deciding to discontinue their time in the education system. It is therefore a problem that needs to be tackled before it manifests itself, which makes it necessary to develop diagnostic tools that identify predictors of early school leaving. In this respect, it should be noted that the European definition of early school leavers focuses on young people who are above compulsory school age and who have not completed upper secondary education. However, many of these young people could have left the education system years earlier. This circumstance, acknowledged years ago by the European Commission itself (2013), makes it difficult to have data on 14-16 years old who drop out of the education system each year. On the other hand, this focus on the

population that has already left the education system makes it even more necessary to develop projects to prevent this situation in the youngest age groups.

The literature has also pointed out certain limitations in the measurement of early school leaving in the main measurement instrument used by the EU, the European Union Labour Force Survey (EU-LFS and EPA in the Spanish acronym). According to Cedefop (2016), these limitations may be particularly sensitive in the case of VET pathways. According to Cedefop, there are three main limitations. Firstly, the EU-LFS is considered likely to have a low representation of hard-to-reach groups in the overall sample and in the survey fieldwork (such as the Roma). These groups have a high prevalence of early leavers, so the overall result may be an underestimate of the actual proportion of early leavers. Secondly, persons who participated in short training courses (and especially those not leading to a formal qualification) at the time of the survey are not counted as early leavers. This way of estimating early school leaving may also introduce a bias that underestimates the actual proportion of early leavers (Prendes-Espinosa et al., 2015). Third, the definition used refers to the attainment of an upper secondary education programme of at least two years' duration. This means that those who complete shorter courses are considered early leavers. Given that many second chance programmes and adult vocational courses are shorter, the indicator may not accurately reflect the issue.

This indicator relates not only to the health of an education system, but is considered an important factor in reducing inequalities, improving the status of the labour force, activating or slowing down changes in the economic model and, in general, a barometer of the health of a society (Hoeckel, 2008; Heckman and LaFontaine, 2007). On the other hand, from an individual perspective, the importance of early school leaving stems from the possible adverse consequences for individuals in relation to their labour market insertion, their ability to remain employed and, consequently, to move above the poverty line and away from positions of social vulnerability and, in a broad sense, their possibilities to maintain a satisfactory participation in society (Romero and Hernández-Pedreño, 2019). There-

fore, early school leaving poses a risk both to individuals and to societies as a whole. It is a problem that affects not only the distribution of opportunities and resources across the social structure, but also compromises the success of social reproduction. Ultimately, understanding and intervening in social early school leaving should be a priority for all societies.

Background information on early school leaving

Theories and individual and contextual factors defining vulnerability of young people potentially at risk of dropping out of school

In the literature on ESL it is possible to find a number of theoretical perspectives that attempt to explain how ESL occurs and a range of reports on the costs of ESL. This problematisation of the phenomenon influences the way in which administrations and different actors consider ESL and, therefore, their responses to it. Years ago, the individualisation of ESL prevailed and the young people involved were seen as troublemakers, victims of inequality, misfits, dropouts or failures (Larkin, 2014). Depending on the perspective taken, beyond the outcomes, the targeting of measures can have important effects on the young people participating in the different programmes.

In the academic literature it is possible to identify various typologies of students at risk of dropping out, which consider different factors, mainly focusing on secondary education (Fortin et al., 2006; Janosz et al., 2000;). Most of this work is based on quantitative approaches and there is a paucity of work that complements this perspective with a qualitative approach (Beekhoven and Dekkers, 2005).

Academic repositories do not abound with specific studies on VET. In this regard, one of the main references are the various reports produced by the European Centre for the Development of Vocational Training-Cedefop. This body, which is part of the EU and was founded in

1975, periodically produces a series of reports, in which it compiles and analyses information and literature on VET. Its reports usually include a focus on individual EU countries. Of these, the report entitled "Leaving education early: putting vocational education and training centre stage. Volume I: investigating causes and extent" (Cedefop, 2016). We will come back to this report and other studies later on to discuss the factors involved in early school leaving.

In relation to the typologies of students who drop out, it is possible to identify different ways of labelling these students in the literature, which to some extent have overlapped over the years. For example, dropout students have been labelled as low achievers (Kronick and Hargis, 1990), alienated students (Dwyer, 1996; McIntyre et al., 1999), maladjusted students (Janosz et al., 2000), students with school and social adjustment difficulties (Fortin et al., 2006), and marginalised students (Cedefop, 2016b). However, it is not possible to identify all these characteristics in students who drop out before completing upper secondary education. Similarly, not all students with any of these characteristics end up dropping out (Cerda-Navarro, Sureda-Negre and Comas-Forgas, 2017). In this regard, a relevant issue is that it has been identified that not all students who drop out had previously shown disruptive behaviour. Thus, Kronick and Hargis (1990) and, later, Janosz et al. (2000) characterised a type of students who, despite consistently recording poor qualifications, show good behaviour; these students were referred to as "quiet-leavers".

On the basis of the individual behaviour displayed, some authors also differentiate between "discouraged" and "alienated" drop-outs (Dwyer, 1996; McIntyre et al., 1999): both show little interest and poor educational performance, but only the latter report behavioural problems.

On the other hand, with regard to academic performance, it is also not possible to characterise students who drop out in a single group. Although low qualifications are quite frequent, it is also possible to identify students who, at dif-

ferent periods of their educational trajectories, perform in line with the average of their peers. Within the latter typology, some authors (Janosz et al., 2000) speak of "disengaged-leavers", who may have behavioural problems and a generally low commitment to their studies, but have qualifications that are not low, even at the average of their reference group.

Although they would present particular problems, within the group of students who drop out but do not register low qualifications would be those who have been labelled as "disinterested" in school (Fortin et al., 2006) or "escapists" (Cedefop, 2016). This type of student may achieve even above average academic performance, but have low motivation and interest, which are

key to their disengagement from the education system.

Finally, Lessard et al. (2013) complete this overview of the individual characteristics of young people who drop out with a series of variables linked to the individual's educational trajectory: progressive disengagement from learning; persistent absenteeism; repeating grades and failing subjects; negative perception of school/education.

The following three figures, adapted from Fortin et al. (2006), show the typologies discussed above.

The typologies presented in the three previous figures are influenced by multiple factors, which are not only individual. Among these factors, the

Kronick and Hargis, 1990

Low achievers	Push-outs	Quiet	Non-curricular
Continued failure, truancy, high level of disruptive behaviour	Perceive school as not being for them, frustrated with school and in consequence rebellious	Low achievers with continued failure but don't show disruptive behaviours	Their problems lie outside of school (drugs, alcohol, abuse, poverty, health)

Tabla: The Hug to Employment • Fuente: Adapted from Fortin et al., 2006 • Creado con Datawrapper

literature distinguishes between those linked to the school and the school climate (Hall, 2009) and other external factors, such as the influence of the family (Goux, Gurgand and Maurin, 2013; Poncelet and Lafontaine, 2011) or the role of the socio-occupational context (Brunello and Rocco, 2015).

Later on, we will look at the influence of the family and the work context, but we will now point out some questions about the school climate. Conflict with teachers and, especially, the feeling of being accepted or rejected by them is a relevant factor in the occurrence of early school leaving. The review by Anne Lessard et al. (2013) of almost one hundred studies on early school leaving identified that the role of

teachers is present as a significant factor in most of the studies on early school leaving that were reviewed. Just as it is possible to find negative attitudes of students towards teachers, the literature also

points to the existence of the reverse process and, sometimes, it is teachers who make their rejection of certain students explicit. On the other hand, students at risk, when they also perceive negative attitudes on the part of teachers, may feel that they have less support from their teachers than those who are not at risk, which weakens the bonds they establish at school and increases their probability of dropping out. These same authors (Lessard et al., 2013) point to the influence of teachers' pedagogical train-

Janosz et al., 2000

Maladjusted	Low achiever	Disengaged	Quiet
High level of misbehaviour (many sanctions, high truancy). Poor school performance. Weak commitment to education.	Weak commitment to education. Average to low levels of misbehaviour. Very poor school performance.	Average to low level of school misbehaviour (disciplinary sanctions). Low commitment to school (do not like it, don't care about grades, little aspirations). Average performance (but actually compared to their low personal investment in education their performance is quite good).	No evidence of school misbehaviour. Moderate to high level of commitment to education (positive views about school, no major problems with absenteeism). Average to poor performance. Generally go unnoticed until they decide to leave.

Tabla: The Hug to Employment • Fuente: Adapted from Fortin et al., 2006 • Creado con Datawrapper

Fortin et al, 2006

School and social adjustment difficulties	Uninterested in school	Depressive	Antisocial covert behaviour
Low academic performance. High behaviour problems. Delinquency. High level of depression. Teachers have very negative attitudes towards them. Low level of family cohesion, support, organisation.	Slightly high depression levels. Good academic performance but lack of motivation and experience boredom. Teachers have very positive attitudes towards them. Good social skills. Functional family.	Average grades. Low incidence of behaviour problems. Teachers have positive attitudes towards them. Very high level of depression. Very low level of family cohesion, support, organisation – high level of parental control.	Good academic performance. Teachers have very positive attitudes towards them. Antisocial behaviours (lying, fighting, theft, vandalism). High level of depression. Low level of family cohesion, support, organisation

Tabla: The Hug to Employment • Fuente: Adapted from Fortin et al., 2006 • Creado con Datawrapper

ing on classroom climate management and, in general, on the identification of dropout risk situations.

Classroom climate and peer relationships also play an important role in the student's school experience. The overall perception of classroom climate is negatively related to the risk of dropping out of school (Lessard et al., 2013): the less positive the assessment of classroom climate, the higher the risk of dropping out. Classroom climate depends to a large extent on teachers' management of classroom organisation and conflicts that may arise in the classroom (Brewster and Bowen, 2004), but it is also related to group cohesion and the level of student engagement or involvement.

Closely linked to the classroom climate are conflicts with classmates. These are considered to be a factor that has an important influence on dropout. When students perceive that their relationships with other students are good and their own opinions or contributions are taken into account, they show a lower risk of dropping out than when they do not (Bridgeland, Dilulio and Morison, 2006). This perception of being taken into account is in turn related to self-esteem and self-confidence. In cases of low self-esteem, this has a negative impact on self-efficacy and self-control: the self-perception of young people who drop out of school is often lower than that of those who do not drop out.

In this sense, managing conflict and working to promote good peer relationships are fundamental in preventing dropout. The literature has identified the importance of peer interactions and students' involvement in their own learning processes (Blair, 2008), as they can foster a context of mutual support. Moreover, teachers' active participation in students' peer interactions would enhance their professional knowledge and improve teacher effectiveness. For the development of such interactions, the development of a good classroom climate, based on values and norms shared by students, is essential (Vescio, Ross and Adams, 2008).

Factors involved in dropping out of VET programmes

The research and specific knowledge available on success and early school leaving pathways in VET is scarce, especially if we compare the specific literature on VET with that existing for other educational levels (Tanggaard, 2013).

The research and specific knowledge available on success and early school leaving pathways in VET is scarce, especially if we compare the specific literature on VET with that existing for other educational levels (Tanggaard, 2013). This scarcity of studies is notable in the Spanish case, where practically all the literature on early school leaving focuses on early school leaving in general education or in higher education; this is very similar at the international level (Cerda-Navarro, Sureda- Negre and Comas-Forgas, 2017).

As far as the Spanish case is concerned, studies on early school leaving in VET in the Spanish context have mainly focused on the study of its potential contribution to the reduction of overall early school leaving rates in the education system, rather than delving into the specific causes of early school leaving in VET programmes (Rahona, 2012). Such approaches tend to prioritise the need to improve the attractiveness of VET programmes for students, in particular students coming from mainstream programmes who are already at some risk of dropping out. Secondly, part of the research on the Spanish case focuses on the analysis of the impact of the change in access criteria and requirements as a consequence of the development of the 1990 Law for the General Organisation of the Education System (LOGSE), which implied a new organisational scheme for VET in Spain, based on Vocational Training Cycles (Felgueroso, Gutiérrez-Domènech and Jiménez- Martín, 2013).

At European level, existing work on drop-out in VET mainly focuses on the study of drop-out

rates in VET and the factors involved in drop-out trajectories and decisions, as well as on measures and support programmes to prevent and reduce drop-out (Beilmann and Espenberg, 2016; Cedefop, 2016; Taanggard, 2013).

In relation to VET programmes, studies have identified a type of drop-out called "resignation" (Cedefop, 2016), in which we find students who do not present significantly different problems from other students, but end up dropping out because they cannot follow the training cycle or programme that had been their first choice. There is also another type of drop-out linked to educational guidance problems, with students "lost in transition" (Cedefop, 2016). In this type of drop-out, students drop out because of difficulties in successfully completing the educational transition from secondary school to VET school (or to a new training programme within the same school). In addition to individual factors (poor choice, inadequate career expectations, etc.), some contextual factors linked to the school or to support and guidance measures (low intensity of guidance measures, insufficient information about programmes and career opportunities, etc.) may play a role in this type of drop-out.

The literature also contains studies that have considered characteristics that go beyond individual behaviour or educational outcomes. Of particular interest are the reviews by Poncelet and Lafontaine (2011) and Lessard et al. (2013). These authors carry out an analysis of different studies, both qualitative and quantitative. From these studies they identify a series of factors and characteristics that, as we have noted, go beyond psychological and personal characteristics. In general, studies on early school leaving in VET identify several factors involved, although they almost never point to a single specific factor that has led to early school leaving, as it is usually the culmination of a much longer process of interacting factors (Rumberger 2011).

In the following paragraphs we summarise the characteristics identified by these authors (Lessard et al., 2013; Poncelet and Lafontaine, 2011).

In this synthesis we have focused on the factors in which there is a specific characteristic linked to VET (Cedefop, 2016) and, more specifically, on the factors that are of particular interest in our project:

1) FAMILY HISTORY AND CHARACTERISTICS:

1a) Being a migrant (or a descendant of a family that has recently migrated) or belonging to an ethnic minority. The reasons why young people with a migrant or ethnic minority background are more likely to drop out of VET are numerous and complex. Problems of prior academic performance or failure, often related to the level of language skills already in basic education, are among these factors. Other issues linked to drop- out among young migrants relate to the greater socio-economic vulnerability among the families of these young people. On the other hand, parents' lack of commitment to their children's education may be exacerbated by insufficient knowledge of the education system and the opportunities available (see point

1.b below). Inadequate knowledge of the VET system may lead parents to push their children towards certain programmes in which they have little chance of success or which offer few employment opportunities, which may lead to demotivation among young learners. This lack of knowledge of the VET system and its employment opportunities may be greater among families of origin.

1b) Attitudes and perceptions of parents in relation to education. The family's valuation of education is reflected in young people's educational aspirations or lack thereof. Young people who perceive that their family does not value school completion have a higher drop-out rate. Parental support and involvement are particularly important in VET. Firstly, parents who have a negative image of VET are likely to pass this on to their children, who may feel unappreciated if they enrol in VET (or even experience it as a failure). Secondly, families with a negative view of VET are also more

likely to direct their children towards general education programmes, without considering whether this is a viable option for them. Finally, the choice of vocational training may also be influenced by parents (depending on their assessment of each profession) and may push young people towards fields of study that do not match their aspirations, and this in turn may have an impact on the performance and retention of these young people.

2) INDIVIDUAL FACTORS THAT ARE NOT DIRECTLY RELATED TO EDUCATION:

2a) Gender. Although studies on drop-out in secondary education show that boys have a higher drop-out rate than girls, this asymmetry does not hold true to the same extent if only VET is considered. In the case of VET, the proportion of drop-outs according to gender seems to be related to the degree to which the training cycle has a greater presence of boys or girls (which, in turn, is a function of the degree of masculinisation or feminisation of the professions). On the other hand, gender may now be particularly relevant in cases of non-normative gender identities (see e.g. Bower-Brown, Zadeh and Jadva, 2021).

2b) Health status, especially in cases of disability, mental illness and chronic or long-term physical illness. In general, the presence of young people with disabilities or disabling illnesses (temporary or permanent) are under-represented in VET programmes. In VET, the general situation is reflected in the access to employment in most professions and there are fewer vocational training opportunities for people with physical disabilities. On the other hand, when these young people enter VET, if they encounter a working environment that is not adapted, this can be a cause of drop-out.

3) FACTORS LINKED TO THE ORGANISATION AND CHARACTERISTICS OF EDUCATIONAL PROGRAMMES.

3a) Pathways and student selection. The literature has explored the negative effects of early age selection on student performance, mainly through data from the Programme for International Student Assessment (PISA). Early selection can negatively affect student performance, which may accentuate drop-out related to academic failure. However, it should also be noted that a place on a VET pathway can offer students more flexible curricula and more practical learning experiences, which in turn could have an impact on retention.

3b) Educational guidance offered to students. Insufficient or inadequate guidance appears in the literature as one of the factors related to drop-out. Although it is not a factor specific to VET, it is of considerable relevance in this type of programmes, due among other issues to the diversity of existing programmes and pathways. The Cedefop (2016) study found several relevant issues linked to educational guidance. Firstly, students and their families prefer to try to complete a general education programme first. If students encounter difficulties, they drop out of general education and enrol in VET. This transition does not necessarily mean that they drop out again, but the chances of dropping out are higher because they have already dropped out once. Secondly, the way in which the recommendation to study a VET programme is framed is important because of the risk that VET is seen by students and their families as a negative option; if the idea is conveyed that one should follow a VET programme because one does not have the capacity for other types of programmes, a double negative labelling process can occur: to the targeted student and to the programme to which he/she is targeted. Thirdly, Cedefop (2016) also identified the importance of educational guidance helping to address the lack of vision that young students may have about their future path: students often have insufficient reflection on their future path or aspirations which is a key difficulty faced by many VET students, who are guided towards a certain path, rather than

being engaged in the decision-making process; thus they move from being subjects in the decision-making process to being the object of an external decision, which can negatively affect their commitment to their studies. Finally, it should be borne in mind that beyond guidance actions and programmes, choice is also often conditioned by the availability of training cycles, placements in certain programmes and other organisational aspects of VET.

3c) Students' self-perception linked to their image of VET. Referral to a VET programme is sometimes associated with the idea of failure and may have an impact on students' negative self-perception. The everyday language of parents and teachers can lead to negative judgements and expressions about VET, something which, in many countries, Spain among them, derives from a kind of stigma that was forged by a practice whereby successful students followed baccalaureate programmes, while students with lower academic projection were directed towards VET programmes. In this sense, the concentration of students with academic difficulties in a certain VET cycle may favour the emergence of a negative spiral, as students perceive that they are in a programme that is not attractive to other students, which increases the risk of disengagement and early school leaving.

3d) Content and organisation of VET programmes. Characteristics such as the degree of specialisation or the proportion of theoretical and practical content may affect the performance and retention of certain students. If VET programmes are too general and do not focus sufficiently on vocational skills and competences, but put too much emphasis on more academic and theoretical subjects and knowledge, some students may feel discouraged. In relation to this issue, several reports and recommendations have suggested the importance

of expanding competence-based learning in VET (Cedefop, 2015), but without neglecting the theoretical and academic aspects.

4) FACTORS RELATED TO THE LABOUR MARKET.

4a) The attractiveness of the labour market is a widely recognised factor in the literature (Rumberger, 2011). In the case of Spain, several studies identify the attractiveness of finding a job as a key element for leaving (Cerda-Navarro, Sureda-Negre and Comas-Forgas, 2017; Felgueroso-Gutiérrez-Domènech and Jiménez- Martín, 2013). In relation to this factor, young people of migrant origin may present some features that intensify this employment pull effect, since some immigrant communities have a strong culture of family micro-enterprises (shops, bars, etc.) and the fact that children are expected to work there creates few incentives to complete their studies.

4b) Low expectations of finding employment. In the opposite sense to what has been pointed out in the previous lines, a low probability of finding a job may be a reason for demotivation and disengagement from studies. Parallel to the label used in labour market surveys when talking about "discouraged" workers, in the case of VET students this is known as the "discouraged student" effect.

4c) Socio-economic context. In the case of VET, the effect of the socio-economic context may play an ambivalent role: while the lack of job prospects may act as a retention factor, it may also negatively affect the perception of education, and in particular of VET, as a protective factor against unemployment. The latter approach seems to predominate in the literature on VET. Some of these studies, such as Cedefop (2016), point out that a depressed economic context discourages young people from completing their studies. According to this line of work, young people perceive as a negative signal the difficulties of their older peers or their parents in finding a job, despite having a qualification, and this leads them to think that studies do not guarantee a job. On the other hand, unemployment and family financial problems may also lead students to drop out of school, even if job prospects are

low (or the job they may aspire to is very precarious), or to help in a family business. In the case of young people from migrant families, the processes of re-emigration or return to their countries of origin due to a depressed socio-economic context may force them to leave the education system. In relation to job expectations, the loss of the capacity of work placements as a catalyst for access to employment also acts to the detriment of enrolment in VET programmes.

Background prevention of early school leaving

Early school leaving prevention: practices and programmes

The Council of the European Union, in its recommendation of 28 June 2011 on policies to reduce early school leaving, underlined the challenge and responsibility of reducing early school leaving, particularly for VET institutions. However, in general, VET is more often than not seen as a resource for reducing early school leaving, rather than as a part of the education system itself, facing its own challenges and problems.

In line with this, the Bruges Communiqué called on EU countries to intensify the contribution of VET to reducing the drop-out rate to below 10% (the EU-2020 target), through a combination of both preventive and corrective measures (Council of the EU, 2010). Later, at their meeting in Riga in 2015, the ministers responsible for VET, among their medium-term objectives, proposed improving pathways to VET, articulating more flexible and permeable systems, especially by offering efficient and integrated guidance services and facilitating the validation of non-formal and informal learning. Among the possible concrete actions suggested at this meeting, the integration of guidance and counselling services was proposed, as well as the promotion of measures to foster the inclusiveness of VET systems. The latter included the prevention of early school leaving, as well as second chance VET programmes.

The European Youth Employment Initiative also relies to some extent on the potential of VET to prevent early school leaving. Within this initiative, the creation of national youth guarantee schemes was recommended. These schemes aim to ensure that young people who are out of education, training or employment (NEETs) are supported to re-enrol in a training programme or to access employment (Council of the EU, 2013). Youth guarantee programmes include vocational training measures and young people who drop out of school, or who are at risk of dropping out, are a key target of these interventions. Mainly, such programmes aim to provide training opportunities that lead to a qualification corresponding to the existing demand in the labour market.

Therefore, as can be seen, VET faces a double challenge: to prevent early school leavers in its training programmes and, secondly, to integrate young people who have previously dropped out and create the conditions so that these young people do not drop out again. Many of the students who drop out early from general education, if they return to education, choose VET (Cedefop, 2016b). Most of them remain and qualify in VET. VET systems therefore accommodate a large number of students who had dropped out completely or were at risk of dropping out and have decided to change their type of studies.

Taking into account these previous considerations, in this section we will try to collect and synthesise some measures and programmes to support students with the aim of reducing early school leaving. We prioritise in this synthesis those programmes aimed at VET, as well as those that include aspects such as coaching and peer mentoring. This review has served as a basis for the elaboration of our own methodological proposal, which will be presented in later sections.

To select the information, we have based ourselves on the typology established by Cedefop (2016b). This typology classifies programmes according to the point in time at which they are implemented. The point in time refers to the point in the educational trajectory of the young

people targeted by the programme or measure.

According to Cedefop (2016b, p. 31), measures can be classified as follows:

a)Preventive measures. These are usually system-level responses that seek to address risk factors that could have a negative impact on young people's motivation to complete their studies.

b)Intervention measures. This type of measures tends to support young people during their VET studies and can be targeted at all learners in general, but are particularly beneficial for those at risk of dropping out. Often, the difference between preventive and intervention measures is marginal and some measures could be grouped into either category;

c)Compensation measures. These are measures that seek to integrate those who have already dropped out of education and training.

In order to deepen our knowledge of measures and programmes that may be of interest to inspire our own project, we have focused on the second type of measures, the intervention measures. The first group of measures are mainly government (national, regional or municipal) programmes. Something similar happens with compensatory measures, where second chance programmes abound, which are beyond the scope of our objectives.

Some of these intervention measures and programmes are described below. First of all, a general description is given, followed by a few examples of experiences that we have found particularly interesting.

Within the intervention measures for early school leaving we find, in the first place, early detection measures. This type of programme usually incorporates the figure of a professional (hired by the regional or municipal administration) whose main function is to identify students who tend to present problems of absenteeism. These professionals are the main resource in the early stages of intervention. The way to proceed is usually to hold a series of interviews with the identified students in order to learn more about their characteristics and to try to find out the explicit causes and underlying factors. From this point, the reference professionals coordinate with the teachers and also hold a series of meetings with the parents, with the double objective of getting to know the student's environment better and involving the family in preventing their son or daughter from dropping out of school. The rationale behind early detection systems is that VET teachers and trainers should identify signs of drop-out as early as possible and intervene early, before drop-out materialises. This increases the chances that they will be able to support and encourage learners to remain engaged in the training programme. Although these programmes have traditionally focused on truancy, in recent years new approaches have emerged, with a broader perspective on the factors involved in early school leaving (discussed in the previous section) (Cerda-Navarro, Sureda-Negre and Comas-Forgas, 2017).

Examples of such measures are described in the Cedefop report (2016b). Thus, in Belgium, students with repeated problems of school attendance are referred to mediation units, which mediate between students, parents and school staff. There is a network of mediators serving all secondary schools. In Brussels, a specific early detection programme for work experience students was also initiated, which organises meetings every two to three weeks with central services, teachers and employers to discuss students who may be at risk of dropping out and to identify solutions.

Along the same lines, the municipal project "COACH in het Kwadraat" was also developed in Belgium. This project provides schools with data on truancy in order to develop a specific action plan for each school. The project is based on raising the awareness of school management about the seriousness of truancy. It also involves the implementation of an early detection system, whereby the city council and the secretariats of

the city's schools record truancy data from the schools. The project started with three schools during 2014/15, and has subsequently been extended to more schools. Once the schools have their action plans in place, they enter into a 'learning network' to exchange experiences with each other. The

project also includes a network of mediators or coaches. These coaches are a positive role model and a trusted figure for the young people. They focus their support on improving the young people's relationship with the school and their families. They do this by teaching young people to have confidence in their own abilities. The programme was reinforced by the addition of a coaching line carried out by volunteers, called "coaching among friends". In this line of the project, a young person and a volunteer carry out activities together at least twice a month. The aim is to turn the volunteer coach into a person of trust, a role model and a supportive figure.

Such coaching projects have also been implemented to strengthen the transition from VET to the labour market. For example, in relation to VET sectors with high drop-out rates, the Hessian Chamber of Commerce in Germany launched an initiative to create a network of mentors to support VET students. The pilot phase of this project ran from 2009 to 2015 and has since been implemented in all regions of Hesse. It targets young people with multiple problems and has established an early detection system for the identification of drop-out related problems. Mentors work closely with VET schools and training advisors from chambers of commerce. The programme is very well accepted by companies and trainers, who in turn are trained through workshops organised by the chambers.

Along the same lines, also in Germany, a nationwide training mentoring and coaching programme (VerA) of the Senior Expert Service (SES) was developed. This is a programme for young trainees in companies, who are mentored by volunteers. The mentors are retired people, who draw on their individual experiences to support the young people. The mentoring offers the apprentices the opportunity to raise their doubts and problems in a quite comfortable and non-committal way, as the mentors have no links to the companies. The mentors also work on motivation and can mediate in case of conflict between the young people and the companies where they do their internships.

The Carpo project in Germany is aimed at young people with special needs, who receive individual support, tutoring and counselling. In this project, companies are involved in the training and mentoring of the young people; these companies also receive advice and support from the project's technicians. The mentors receive continuous supervision and training so that they can deal adequately with the different problems that may arise.

In the Comunitat Valenciana we find the project Mediación Escolar Como Metodología Innovadora para la Prevención del Abandono Escolar Prematuro (MEDES) (School Mediation as an Innovative Methodology for the Prevention of Early School Leaving (MEDES). The overall objective of MEDES was to promote a strategic partnership between the municipal governments of the city of Vila-real (Castellón) and the city of Sacile (Italy), with the support of local schools and educational organisations, to develop an innovative methodology, based on school mediation, to prevent early school leaving. In addition, MEDES aimed to increase teachers' competences and skills in school mediation and to train young mediators and facilitate the development of key competences enabling them to participate effectively and constructively in social and professional life. In the framework of MEDES, in addition to the development of the school mediation methodology, training activities were developed for teachers and students trained as school mediators, as well as exchanges of student mediators from the participating schools (establishing a peer learning system).

Another interesting project was "Feed4Saving", a strategic partnership developed by eight

schools in Europe and implemented in the period 2016-2018, with the financial support of the European Commission, through the Erasmus+ programme. The project arose from the need to offer schools a series of concrete tools to help them prevent or intervene in cases of early school leaving. Thus, the objectives of the project addressed the causes of the drop-out phenomenon and aimed to improve students' school performance, improve students' commitment and motivation to attend school, reduce the level of absenteeism and improve teachers' skills in dealing with students at risk of dropping out of school. Six of the project partner schools (Romania, Italy, France, Greece and Turkey) were vocational schools. Despite this, all of them were dealing with the problem of early school leaving, implementing different strategies or even specific programmes funded by the local administration. The project activities were designed in such a way that pupils were involved in their own learning process and, at the same time, motivated to attend school.

As can be seen in the examples above, one of the lines of work in this type of project is the involvement of other students in the activities. The aim is to establish relationships between peers in order to increase the impact of prevention activities on young people at risk of dropping out. This strategy is widely recognised in intervention projects (Ramos, Sierra and Roces, 2019). In educational projects, such as those mentioned above, peer interaction is designed to make learning processes more meaningful. Meaningful learning is considered much more effective and enables students to transfer what they learn to contexts other than those in which the learning process takes place. The student acting as a mentor or coach (depending on the type of project), acquires a dual role: on the one hand he/she is a peer, someone close, someone "equal" and, on the other hand, he/she is a qualified counsellor or advisor, who is recognised as having a certain experience (being from a more advanced course or being considered a "good" student, etc.). In situations of risk of dropping out, where there may be a negative view of the school or the adult world on the part of the student who is at risk of dropping out, the use of a peer facilitates a greater predisposition to receive the messages. On the other hand, the student who acts as a mentor or coach is also strengthened in this process. This is why this strategy is gaining ground in the field of education and, in particular, in vocational education.

Peer coaching involves the use of coaching techniques, such as peer observation and peer feedback. The advantages of this type of programme have been analysed in several studies, among which the one developed by Dulagil, Green and Ahern (2016) stands out. These authors conducted a study based on the implementation of a coaching programme within a positive education programme in an Australian high school, with a sample of 25 adolescent students, all girls, aged 15 and 16. The outcome of the programme was validated by Dulagil, Green and Ahern's (2016) study, especially in aspects related to increased levels of well-being, as well as a significant increase in resilience. In addition, students reported feeling more successful in their personal goals.

The case of students at risk of dropping out has also been addressed through projects aimed at motivating and promoting entrepreneurship as a way to re-engage these young people in training programmes, especially in vocational training. The European Union has addressed this issue through the Youth Employment Initiative (YEI) and specifically through the establishment in 2013 of the Youth Guarantee, a measure with considerable funding that seeks to alleviate the problems of youth unemployment in the wake of the 2008 crisis. This programme, primarily aimed at young people who have dropped out of the education system, has not had the sole objective of supporting entrepreneurship. It has sought to improve the situation of this group, whether through training, work experience schemes or other measures.

A search in the databases that provide access to descriptions of these entrepreneurship pro-

jects among young drop-outs allows a profile of these initiatives to be established. They are generally consortia involving different countries and different combinations of actors, including educational bodies, associations, public administration bodies and companies or business associations, chambers of commerce, etc. These projects have different intervention objectives, ranging from mere training in generic skills, with a view to awakening the entrepreneurial intention of young people, to more ambitious ones in which the aim is to develop specific business projects designed by the young participants.

For example, the "Be The Change" project, which includes teams from 6 European countries, is based on an intergenerational learning methodology in which entrepreneurs over 50 put their experience at the service of young people

for training in entrepreneurial competences and skills based on non-formal learning. (Be the change, 2017). In a similar vein, the project "Creative Business: A New Start for NEETs", brings together four European countries with high drop-out rates to improve the entrepreneurship training of the 120 young participants through the creation of a mentoring tool developed for this purpose, which is based on competences, training and development of business ideas (Creative Business, 2017).

Other projects focus on business creation in specific economic sectors and specialise in supporting entrepreneurial initiatives of NEETs in that sector. The case of the Glean Project (2016), "NEETs and agriculture: a new approach for employability and entrepreneurship", is a good example of such initiatives. The Glean Project consisted of developing and testing an entrepreneurship skills enhancement programme with young people in the field of agriculture to promote self- awareness and personal development for the transition to the world of work. The project compiled a collection of good practices in socially-oriented farming experiences by co-operatives, associations and other institutions in sixteen European countries. This collection allowed the development of a competence

learning programme to be implemented in three European countries with high drop-out rates (Greece, Italy and Spain).

Although little time has elapsed since the start of the Youth Guarantee projects and a more thorough evaluation of their results is needed, good practices and recommendations for their dissemination are already beginning to be established. The European Commission (2018) has already pointed out, among others, the following recommendations: combining training- based support measures with counselling, coaching and mentoring measures. In this sense, this presence of coaching and mentoring in such a wide range of projects has been an incentive for our own project.

The importance attributed to coaching and mentoring in public policies on early school leavers is not exclusive to the EU; internationally, and more specifically in OECD countries, we also find a multitude of programmes aimed in this respect. In many of the programmes that can be found in the international sphere, the growing incorporation of coaching or mentoring actions can also be seen. In addition to the deployment of actions in formal educational settings, in recent years the consideration of informal learning spaces for intervention in educational drop-out has been added. This area includes a large part of coaching and mentoring activities in OECD countries. Among the expected outcomes of this type of coaching and mentoring programmes are cognitive learning (knowledge and management skills, identification of new opportunities, etc.) and affective learning (increased sense of self-efficacy, self-image validation, tendency to build relationships, etc.). Among the activities developed in this type of programmes we can identify the boosting of social capital through social networks frequented by young people, recruitment of mentors or older advisors or associations from the communities themselves, as well as activities that are usually included in the category of soft support, such as providing signposting information (Green, 2017).

THE HUG
TO EMPLOYMENT

Objectives ▶▶▶▶

THE HUG EMPLOYMENT has the overall objective of preventing youth unemployment and increasing the number of young people obtaining basic vocational training/ESO to reduce early school leaving.

THE SPECIFIC OBJECTIVES

■ To provide individualised support to young people with difficulties in obtaining basic qualifications and to increase their employability, connection to the labour market, social participation and social inclusion.

■ To help each young person discover and assert their talent, their life project and their place in society.

■ Encourage the active participation of vulnerable young people

■ Developing the key competences of the 21st century in youth: critical thinking and resolution of problems, communication and collaboration, innovation and creativity, learning to learn, self-knowledge and self-learning

■ Taking responsibility for youth and developing independence

■ To create a coordinated local network of the agents involved in the socio-labour integration of young people.

■ To intervene on the motivation and orientation of the young person.

■ To reinforce self-esteem and help to build an integral life project.

■ To reinforce the key competences and skills necessary for the prevention and treatment of disruptive behaviours (knowledge, know-how and skills)

■ To optimize the personal, intellectual, social and emotional development of the young person.

■ To offer an alternative space that improves the educational experience of the youth.

■ To promote incorporation to the working world.

Specific objectives

This life wheel affects 8 areas of our life.

- Individual support of the students

- Helping each young person discover and make good their talent, their life project and their place in society

- Encourage the active participation of vulnerable young people.

- Interfere on the motivation and orientation of the young person.

- Strengthen self-esteem and help build an integral life project

- To develop in youth the key competences and the skills necessary for the prevention and treatment of disruptive behaviors

- Optimize the personal, intellectual, social and emotional development of young people

- Offer an alternative space that enhances the educational experience of the youth

- Promote incorporation into the world of work.

Main topics of our coaching process

Methodology for prevention of early school leaving and unemployment in VET.

IN ORDER TO DESIGN THE COACHING TOWARDS DROPOUT SCHOOL PREVENTION, THE SESSIONS WILL FOCUS ON:

- Motivation communication

- Positivism (Helping to focus on good things)

- Empowering (Thinking about things that are going well)

- What do you want to learn

- What talents do you want to increase?

- How are you doing in the 8 areas of your life? (what talents and how to use it in different life areas?

- Stand up for yourself, In a calm way

- Learning to give and receive feedback

- Trust yourself. Self-esteem.

- Build self-control

- Firm basic posture

- Build professional attitude

- Becoming more aware of your body language

- Recognize boundaries, both from yourself as someone else's

- The power of the thought; think positive.

- Emotional control. Understanding emotions.

- Teamwork as knowledge towards individual and group learning and collaborative stimulation.

Results

- Creation of a local network of integral and individualized attention to the young people.

- Practical guide with the compilation of good practices for dealing with school leaving

- Methodological guide of social and educational coaching

Stakeholders in the coaching process ▶▶▶▶

We are all immersed in the socialization process since we are born, people are also the reflection of the environment in which we develop.

The incessant learning that the experiences we face every day entail is mediated by the socializing agents with whom we interact, and they influence the characteristics that define our identity.

These socializing agents includes family and friends, the different contexts in which we participate, the media, or different leisure options such as sports, literature, or music, among others. The importance that these socializing agents have in a person's life differs throughout the stages of the same. In the specific case of adolescence and youth, socialization is based mainly on the media, as well as on interactions with friends, highlighting the relevance of those carried out online. All these lived experiences will create cognitive schemes that will serve as the basis for future behaviors and decisions, preferences, customs and values, being able to determine from the objectives that we propose at a certain moment, the decision to perform healthy behaviors or not, to what characteristics make a person more attractive in our eyes, even reaching such interactions with the social environment to modify our brain.

The influence of the environment on who we are leaves open the possibility of freely and consciously deciding and redirecting the experiences we live, as well as how to choose with whom we want to share them.

ORGANIZATIONS (YOUTH, SOCIAL, SPORTS, CULTURE)

Participation in social life is one of the main pillars in the construction of citizenship and has proven to be very positive in promoting processes of inclusion and, as in the case at hand, generating healthy habits, strengthening young people's social bonds and preventing behaviours that can end up resulting in young people's disconnection from the education system and, therefore, school drop-out. Sport, for example, is often seen as real-life training and is ideal for enhancing the positive development of young people. Positive youth development through sport goes beyond the building of sport-specific skills. The aim is to enhance their psychological, social, emotional, physical and intellectual skills so that they can be used in sport and, in general, in life. The same applies to cultural activities and activities in youth associations. By relying on sports, youth, cultural and social organisations in the municipality, we can improve the effectiveness of the coaching programme and reinforce the progress made in the coaching programme.

FAMILY

Empirical evidence abounds to support the positive relationship between schools and families for the improvement of educational processes. Education contributes to personal development and civic participation, positively influencing social inclusion and contributing to a more egalitarian society. All these values and contributions of education are reinforced if there is continuity between the educational centre and the family context. The family and the school are the most important contexts in the growth of children and young people, which is why our project also considers the involvement of families in the educational coaching process. We believe it is important to establish good relations between the family and the school so that families can participate in their children's education.

COMMUNITY (FRIENDS, SCHOOL MATES, NEIGHBORS...)

Relationships established in the community are an important source of support. Community networks (friends, classmates, neighbours, etc.) play a fundamental role in young people's lives, helping them to build their identities and reinforcing educational and vocational learning.

Incorporating these relationships into the support process through the educational coach has the potential to offset considerable individual and contextual risks. Indeed, even when baseline functioning and demographic variables are taken into account, young people who are able to identify supportive people within their social networks do better in a number of important academic domains.

The life wheel

+

This life wheel affects 8 areas of our life.

This life wheel affects 8 areas of our life. We need to attend these areas in order to find a balance in youngsters so they can follow their personal path to reach awareness of future decisions. In the training we will address all area's with the topics of the different sessions. The students will learn to think about different parts of their life wheel and answer questions like: what do I find important in life, who is in my network, who can support me, what are my talents and what do I want to learn?

By making them more aware of their life wheel, it will help them find more focus and eventually balance. It also makes clear what parts need more attention. It can motivate the students to grow and develop inside and outside the classroom.

1. Fun - happiness, hobbies **2. Relationship** - current or future life partner **3. Career** - Job satisfaction, career path **4. Family** - Children, Parents, Relatives **5. Social** - Friends, Sport, Activities **6. Health** - Excercise, Diet **7. Financial** - Savings, Investments **8.Creative** - Self-space, spiritual, sport, artistic

How to use this guide?

All trainers, youth workers and even peer educators should take the time to read and understand the complete guide.

This guide was built firstly with the intention to be the tool for trainers in the field of prevention of early school leaving in vet. But then we realized that this will serve a perfect handout for youngsters, who successfully completed such process and maybe are willing to coach other peers in the future. Using this guide, peer educators will make better choices and be better able to deal with situations they didn't expect.

The information about the method and pedagogy provided offers a framework within which to deliver the activities that follow. It is also important for the peer educators to read, understand and regularly reread the chapters on facilitation skills. There are many useful tips and tools for effective facilitation of groups and workshops.

This guide includes information and activities explaining how coaching works and what value it holds for youth and youth workers, trainers and peer educators. It has a total of 13 coaching (10+3 extra) sessions to be done at class or with a young group It is meant to help youth, youth workers, youth leaders, trainers and facilitators to design and implement quality peer education projects, based on best practices and experiences.

Moreover, the guide provides a personal activity to be used in the field of prevention, **My Learning Diary**, addressed to youngsters in a personal and relaxed environment. It's a kind of self-reflection need to be done at home as a part of a reflection on learning which becomes more structured. It makes the learning of the participants more conscious. Being more aware of their competences, it gets easier for the participants to make use of them in the future.

It also includes a peer to peer explanation and examples, really necessary in the process of learning and understanding in the frame work of Par-

ticipation as the main principles of youth policies.

Whether the workshop lasts for 10 hours, or it takes a series of 1-hour sessions per group (with some extra sessions according to the group), it is important to pay attention to the dynamic of the group and always start a session by "Setting up the Foundations of the group": take some time to host the participants, to introduce the workshop and peer educators, to explain the overall goal of the session, to take time to know each other and to set up shared ground rules. Then, we are ready to dive into the topic.

Whether the workshop are 9 hours, or a series of 1-hour sessions per group (with some extra sessions according to the group), it is important to pay attention to the dynamic of the group and always start a session by "Setting up the Foundations of the group": to take time to host the participants, to introduce the workshop and peer educators, to explain the overall goal of the session, to take time to know each other and to set up shared ground rules all together. Then to dive into the topic.

Methodogical proposals, mechanisms and strategies to prevent school drop-outs related to localized variables

Coaching as an intervention strategy: characteristics of educational coaching and peer coaching.

The involvement of students in their educational and personal development process is an increasingly important concern for educators. Through this involvement, moreover, an attempt is made to increase well-being, understood in a multidimensional way, as we have shown in the section "The Life Wheel". Intervention strategies have moved from focusing on self-esteem in the 1970s, to social skills programmes in the 1990s, and from there to resilience and bullying prevention programmes in the 2000s (Roffey,

2012). More recently, schools have been recognised as important sites for the use of positive psychology, with the specific aim of increasing students' well-being and building useful skills to promote their retention in the education system, as well as sustaining positive human development throughout life (Green, 2014). Educational coaching pursues a methodological change that involves a transformation in the way we consider learning processes. In this approach, not only academic results are important, but also the maturational development of students is addressed and promoted. It is a way of empowering students and providing them with tools, so that learning, through a dialogical method, develops the competence of learning to learn.

Coaching, which originated in the field of competitive sport, was initially introduced in the field of business and management and, more recently, has been gaining ground in educational environments (Salabert, 2015). Coaching psychology has been defined as the systematic application of behavioural science to improve the life experience, work performance and well- being of individuals, groups and organisations. In coaching, the coach facilitates the improvement of the client's goal achievement and well-being, and fosters autonomous learning and personal growth. The growing interest in coaching in education is evidenced by a growing body of research suggesting that coaching is an effective intervention for students and staff within educational contexts.

In the educational context, coaching has been recognised for its positive impact on educational processes, as well as on the relationships between the different actors in the educational community. Coaching has been shown to be useful in increasing student achievement and reducing conflicts in school coexistence, along with better preparing students for decision-making and management of various aspects beyond the educational sphere (Purwa, Srinovita and Si, 2015). The impact of coaching on the educational process favours the creation of an environment in which students feel supported. It also promotes knowledge acquisition and critical thinking. Likewise, Bécart and

Ramírez (2016) establish a relationship between the use of coaching and the development of competences categorised as knowing how to be-knowing how to live together, knowing how to do and knowing how to learn. In relation to teachers, coaching can have effects on the improvement of leadership skills, both in the management team and in teachers; the use of coaching can strengthen relationships between teachers and increase their motivation to improve their practices in order to achieve educational success for students (Gibbons and Cobb, 2017).

Coaching is conceived as the unleashing of "a person's potential to maximise his or her performance. It is about helping them to learn, rather than teaching them" (Whitmore, 1992, p. 10). The formula used in this definition, one of the most cited in the literature on the subject, implies that the development and full personal and professional performance has to start from one's own potential and the decisions we make to unfold and maximise it. Educational coaching is a method to help reflection, setting goals, making decisions and designing strategies to achieve what is desired. In this sense, the transversal function of coaching is to support and help develop the confidence and motivation necessary to improve decision-making and, in general, personal development. In the educational context, therefore, this means that the aim of educational coaching is not to transmit specific knowledge, but to help students develop their abilities and potential.

Peer coaching can be defined as an interactive process between two or more individuals who occupy similar positions in the field to which they belong and who work together, although in the relationship that is established, one of them is in a position to provide help and supervision to the other. It can be used to extend, refine and build new skills, and to share ideas and feedback among group members following classroom observations (Bowman and McCormick, 2000). Peer coaching has been recommended as a more effective approach to professional development because of its profound impact on promoting meaningful learning.

In this sense, a transfer from training to practice is possible in peer coaching. In order for subjects to maximise the practical application of knowledge, a successful strategy is for them to learn from other subjects they consider to be their peers. In this sense, peer coaching is not just a mentoring process. It is an approach to learning that involves ongoing systematic support and seeks to enhance the individual's capabilities. In peer coaching, the focus is on the learner as a learner and involves the development of a collaborative learning process, while promoting self-reflection. Whereas, in the case of mentoring, it is a temporary collaborative relationship between two teachers, a teacher and a novice or new teacher. Mentoring is more oriented towards providing new teachers with a support system, a passive shadow learning process compared to peer coaching (Parsloe and Leedham, 2009).

Peer coaching is a process in which participants meet regularly to provide each other with guidance, suggestions, assistance and support. This type of coaching offers the opportunity to hone skills through immediate feedback and experimentation with alternative strategies as a result of informal evaluation. During peer coaching, the significance of learning is increased due to, among other reasons, the existence of a shared language and experience. Modern pedagogical currents consider development as a social process, which tends to make the construction of meaning occur first and foremost in the form of exchanges between individuals. Through social interaction, through discussion, meaningful learning takes place. Each participant in the interaction process interprets, transforms and internalises new knowledge as a result of collective thinking. In the framework of peer coaching, this collaborative process enables individuals to develop their own perspectives, but on the basis of shared experience and knowledge in their field of interaction.

Peer coaching

Peer coaching can be found in a variety of models and areas of application. Some of these areas and models are listed here as examples (Wai Yee, 2016):

(i) In the field of teacher education, peer coaching involves two or more teachers working together to promote the transfer of experience and the improvement of teaching skills. There is usually a pre-meeting, one or more observations and a post-meeting. The teacher who is being supported and observed receives feedback and reflection from his/her peer on the observations made.

(ii) Challenge-based coaching involves a group of teachers or students working together to solve a specific challenge or problem. A participant, usually someone with more experience, leads the coaching process by identifying the focus of the observation, the form of data collection, guidelines and discussion of how to approach the problem based on what has been observed or information gathered.

(iii) Technical coaching is designed to help participants, teachers or students, to transfer what they have learned (usually looking for application in the classroom and in more or less formal settings). Participants observe and help each other recognise how to use the strategies learned as effective teaching and learning tools

(iii) Team coaching consists of one participant highly qualified in a specific area working with another participant. Both plan and apply/teach together to another group (team teaching). Those who receive this training in turn are not aware that one of the participants has more knowledge and is there to support the other to learn, master and perfect a new skill. After the class, both participants evaluate the success of the class together and this process helps to consolidate the learning of the less experienced participant

Requirements for coaching processes

Preparation for peer coaching is essential to achieve the proposed objectives of each intervention.

Bowman and McCormick (2000) suggested four components of pre-training to promote optimal conditions for the coaching intervention: a) understanding of the fundamentals of peer coaching; b) practical training including attendance at demonstrations or coaching processes developed by other teams; c) development of simulated practices, through role-playing and other similar techniques; and d) analysis of the practical training and simulations.

Effective peer coaching is based on honest and open communication, where participants bring an unbiased attitude and a willingness to help each other grow. Effort and willingness to build a relationship of trust is put into play, with the attitude of seeking to improve the skills considered in the objectives of the programme in which the coaching process is framed. Training within the parameters of peer coaching also requires the strengthening of a series of skills linked to communication and the management of interpersonal relationships. Among these skills, we highlight the following:

1. Clarity in setting out the objectives of each session or meeting;

2. Know how to identify and communicate the most relevant aspects of each session;

3. Ensure that all information conveyed is understood by the participants and use examples to facilitate understanding;

4. Develop the ability to ask questions that encourage feedback;

5. Encourage participants to ask questions and make comments;

6. Provide opportunities to put into practice what has been discussed in the coaching process.

Peer coaching can be one of the most powerful tools for the development of learners, especially those at risk of dropping out. It enables them to improve their practical knowledge, learning from their peers and adopting self-reflection in the way they guide themselves in different areas of their lives. In addition, when students with similar characteristics are brought together in a coaching process, collaborative learning with meaningful outcomes occurs. At-risk students no longer feel isolated when they develop supportive peer relationships and are supported and supervised in achieving goals. To facilitate peer coaching, flexible class schedules should be considered. Allowing some flexibility in the use of class time, especially tutoring hours, could encourage the recruitment of volunteers from among the more experienced and better-performing students.

In addition to logistical considerations, strong support from the school and, as in our case, from the local authority, is crucial to ensure that the peer coaching programme can be successfully implemented. The local authority can facilitate the development of the coaching programme by providing human, material and financial resources, e.g. facilitating access to activities organised by the municipality, giving visibility to the programme...

A well-structured plan is also needed to engage participants in peer coaching. All participants, teachers, students and technical staff, should be motivated, mentally prepared and trained in coaching skills. Members of the promoting team should communicate well in the planning of the sessions and support each other with positive ideas. Comparisons and criticism, which are not constructive, should be avoided in peer coaching. Peer coaching is more about observing, reflecting and providing feedback.

What is Coaching for us?
Coaching is the form of guidance that aims to positively influence people.

It is based on the belief that change lies in the opportunities we encounter as well as the permanent interaction between insight and behaviour.

A coach can be defined as an experienced person who supports the learner to achieve their personal goals. This person should be a competent guide, familiar with the given process. They should not be dominating but helping – by providing all the necessary knowledge but allowing the individual to make the decisions. Thus, the coach should not take over – finding the right balance is the key, as it is crucial to see the difference between facilitation and training.

The experience depends on the process the coach helps with, but those who fill this role should never forget to assist the young people with their goals and necessities – without giving all the answers. Depending on the needs of the student, different skills are required to help with finding the solutions, although empathy should always be present. A coach is a person who helps to find the answers within oneself. They need to have more questions than answers for the student and should help with responding to them. In some cases, the coach may also reveal different paths to find the choice that best fits the individual's own motivation.

The duration of each session should not be more than an hour, and many might be needed to reach the goal. During this time, the coach should try to deeply connect with the participant in order to provide a cordial atmosphere, a peer-to-peer environment. We also have to bear in mind the difference between "coach" and "adviser", as there is an important distinction when it comes to pedagogy. An adviser "provides a map". Meanwhile, a coach is not only experienced and knowledgeable but is also ready to pose questions to guide the process while working on other values such as self-confidence and safety, as well as providing tools to help react to various scenarios.

Challenges can be too paternalistic by telling what to do. The best method to work with the student is unique in each setting, so the coach should be able to choose the right means that suit the given young person – that is the key ability. Listening skills as well as being able to connect, motivate, and not judge are also essential while reading the process, finding the balance, and knowing when to step back, so that young people may fulfil themselves and become the leaders of their own lives.

To achieve all this, a coach should be linked to a specific project and target group, and they should be connected to every individual process through their activities. After all, life is all about making choices, and the task of the coach is to provide opportunities to learn so that the participants make thoughtful and conscious decisions.

PRE-COACHING AND PLANNING THE COACHING

Before the coaching process, the professional coach must be ready to separate in a clear way their personal beliefs-thoughts and the professional task, in order to achieve the best results of the process.

At the same time we need to create a safe atmosphere and a safe and comfortable space where the coaching process will take place. A safe atmosphere, not only in terms of violence but also in terms of trust and transparency. The rules should be clear and respected.

Before the coaching happens, we need to make sure that we are all on the same "path", and we have a learning community that will provide a 'learning together' space. We need to link the process with other stakeholders that can support the process (Freire methods). We need to analyse and research the background of the participants and be aware of the reality around.

Before starting the process you need to 'get into your position' and create a link with the participants (either by hugging 'literally' or by gaining trust and creating a trustful atmosphere in different ways).

A few tips

Here are some quick tips to help setting up an activity.

AGE

While the guide is designed for youth and youth workers, the activities in this guide can be used with people who are approximately 13/14 years old. However, many activities have facilitation options that are helpful for adapting the activity to be used with younger or older participants. It all depends on the peer educators' insight and the characteristics of the group.

GROUP SIZE

This guide assumes that the size of participant groups will range between 10-30 people in order to have enough diversity of perspectives and generate dynamic and quality discussions.

SPACE AND MATERIAL

The basic space conditions for this type of coaching should be the following: a large enough room, with moveable chairs, for participants to divide into small discussion groups. There should also be some chart paper and coloured markers, a projector and Wi-Fi connection as standard material requirements. Participants are also visual learners so you should be attentive to keep some flipcharts on the wall, to use drawings/symbols/images and graphics so that the participants can retain the information easily.

SPACE AND MATERIAL

The main aim of this coaching methodology is to prepare youngsters to prevent them from unemployment and to increase the number of young people who obtain basic vocational training/ESO in order to reduce early school leaving.

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Profile coach

Here are some quick tips to help setting up an activity.

As a starting point for the workshops that we propose in this methodological guide for the prevention of school drop-out in young students during the first years in secondary schools, it is important to define the profile and the corresponding role of the person who is going to facilitate the sessions (coach).

The figure of the coach in this method is particularly important because he or she must know how to apply a pedagogical approach implementing the active, innovative and participatory methodology. It must pass from the role of transmitting knowledge to facilitate the learning, promote and guide the route of each young person, which will be accommodated through co-construction, product of individual development and social interaction in the classroom.

It also plays a dynamic role in establishing direct contact with people and developing their interpersonal skills, dialogue, motivation and support. In general, empathy must be established, maintaining a motivating attitude, so that the student develops autonomously in their own learning process, knowing how to listen, knowing how to establish collaborative relationships and adopt a creative and innovative attitude.

The workshops can be implemented in various ways, but it is very important to choose the most appropriate for the specific context (in this case the classroom) and this is one of the most important areas. We should not improvise, it is necessary to organise the follow- up of each participant and carry out an evaluation after each session on the results obtained.

The greater the personal involvement, the better the results will be. Improvisation and volunteering will not work if what we want is to obtain quality results. And finally, we must always be honest. If something goes wrong, we must acknowledge it and suggest resolution strategies, for example: "we will solve it together. I will find out and tell you about it tomorrow."

The role of the facilitator will be oriented towards the future, inviting young people to learn about building, creating new behaviours, paying attention to what the person wants to become in the future.

It is proposed that in this case, the youngsters define where they want to go and design for themselves how they want or can get there, by making their own decisions, by learning what is necessary and by creating unique formulas. And as an added value, they get to know themselves much better throughout the process.

Read first

All this guide is based on several very important guides in this field, so we recommend downloading them and have it near at all times (and read of course!):

1. **10 sessions on Coaching** + plus 3 extra (the number of sessions can be extended depending on the group) It is highly recommended to follow the order given.

2. **THE LEARNING DIARY.** To be done by the youngster at home as a part of self-reflection.

3. **Per to peer**

4. Good practices from our partners in order to get inspired.

The group

As a basic starting point, each training group is different.

Every group is constituted by different individuals, coming from, perhaps, many different organizations and a wide range of cultural, social and educational backgrounds. At the beginning, people have their own professional and personal expectations, together with their values and prejudices, their hidden agendas. Some personal luggage, which might be packed with more or less important things that keep them connected to their 'usual' world. All of these aspects, or some of them, can have a big influence on the group, on the training process and on the dynamics and evolution of group life. As every group is different, there are as many group dynamics as there are groups.

What is Coaching for us?

When you engage participants into a learning process, no matter the duration of the workshop, it might be useful to regularly check on their feelings, skills and knowledge.

Most people think of monitoring and evaluation as the same thing, but, in fact, they are 2 distinct processes. While evaluation usually takes place at the end of a project, monitoring, on the other hand, is an ongoing process. There are occasions when it is not practical for any of the parts involved, for instance, if your meeting with the participants is very brief. However, monitoring should be seen as a 'friend'.

At this stage, you may even be asking yourself why you should spend time monitoring and evaluating. The reason is simple: monitoring and evaluating are highly useful to ensure the person is making progress. Besides, they can show us any changes that need to be made. It has to be said that gathering information may initially feel like an extra activity, but if managed well, it will save much time in the long run and help you achieve better results. Furthermore, neither monitoring nor evaluating has to be complex. Sometimes the only monitoring you wish to use is to ask participants about their energy levels so that you can decide when it is a good time to take a break. And likewise for your evaluation – you should only evaluate as much as you can reflect on and be mindful of people's time.

What is peer-to-peer educational pack for prevention of early school leaving in VET?

Any youth information worker might find themselves in the situation when they are not sure about the actual needs and lifestyles of young people. Therefore, from a very pragmatic point of view, peer-to-peer methods might help to collect the information needed about young people.

There are two points which are basic for a start. The first one is that peer educators must work regularly through capacity building. The second one is availability. The supporter needs to be available for them at all times. **Today, you are invited to start this journey with us.**

Where do you find peer education?

Peer education can take place in any setting where young people feel comfortable: in schools and universities, clubs, churches, community centres, workplaces, in the street, on the Internet, etc. It can take place in small groups or just between two people.

Peer education can be as simple and informal as when your friend is teaching you how to use makeup, how to juggle, how to play a musical instrument, how to fix your radiator. However, it can also be more formal. Here are some examples of youth peer education activities:

Within schools: train a group of peer trainers who could raise the awareness of other youngsters on specific topics (for instance by organizing a 2h workshop in a classroom, by participating in a thematic week/day at school, by contributing to an external activity with classmates…).

Within youth organizations/youth centres: train a group of peer trainers who could organize specific activities for the other members (for instance through workshops, sport, exhibitions, music, drama, street education…).

Within youth movements: scouts, guides and others have been using peer education for years. Some of them could be trained on issues they would like to address and discuss with others (for instance how to deal with cultural diversities when organising camps abroad).

Within institutions for young offenders: train a group of peer trainers who could support newcomers (for instance by negotiating the ground rules, by raising awareness on stereotypes, by being more aware of their rights and responsibilities as citizens…).

Within the media: train young journalists on how to support and mentor colleagues when dealing with sensitive issues, on how to use specific techniques and materials, etc.

Within political groups, within a group of volunteers, within a community centre, within a healthcare institution, within a group of students, in your neighbourhood, with your friends and family or in your fitness club.

How to evaluate and how to report

Evaluation is usually the final phase of the project, even though intermediate evaluations can be carried out and are always welcome.

The final evaluation is the process of collecting information and setting up criteria.

The evaluation of the group will be found at the end of the sessions. However you are welcome to add any other fieldsto the following list:

1. Assess what has been achieved

2. Explain how it happened

3. Better plan future training courses/workshops

Therefore it should include:

- The results achieved

- The objectives reached

- The financial management

- The impact on the target group, organization and community/environment

- The process

Even though the evaluation comes at the end of the workshop, it is still to be planned as everything else. It should be clear from the beginning how it will be done and who will do it.

ME

How do I feel about this workshop / project / team? What worked well today?

Is there anything I didn't enjoy?

How was my contribution?

What could I do differently to better fulfil my role? What resources do I need?

How much time / energy am I able to commit to this project?

MY TEAM

What was our aim?

How are we doing as a team? What went well?

What didn't go well?

What are the key lessons for us today?

Based on what happened today, is there anything we need to do differently in the future?

MY PARTICIPANTS

How did you find today's event? What did you most like? Is there anything you didn't like?

What are you taking away from the event?

Would you recommend this workshop to your friends?

Is there anything else you would like to share with us today?"

CHOOSE AN APPROPRIATE TOOL TO ASK THE QUESTIONS.

- A verbal conversation
- An online survey/questionnaire (e.g. Google forms)
- Journal
- Post-its
- Barometer
- Evaluation form
- Special games
- And many more!

STRUCTURE
OF THE COACHING PROCESS

The structure of our coaching sessions is designed within a fixed structure which should be followed.

We start with some welcome sessions, then we continue with the coaching process in order to tackle the main TOPICS and finally the evaluation.

We have added an extra session. Extra sessions can be added when the coach considers some extra work is needed, depending on the group.

In our evaluation sessions we will show how My Learning Diary is divided because some activities must be done during the session with the group and some other parts must be done at home, for self-reflection.

The peer to peer will be done during the whole process. We must detect youngsters that can fit in this role in order to help or follow needed youngsters.

Session index

Two welcome sessions

- Session 1

- Session 2

Six coaching sessions. Extra *Suggestion, according to group*

- Session 3: Empowering (Thinking about things that are going well)

- Session 4: What do you want to learn

- Session 5: Emotional control. Understanding emotions

- Session 6: Becoming more aware of your body language

- Session 7: Teamwork as knowledge

- Session 8: Feedback (Give and receive)

Two evaluation and follow up sessions

- Session 9 - My Learning Diary is at the end of this guide

- Session 10

Three extra sessions. Can be used according to the group if necessary or it's needed

- Extra session A: Positive communication

- Extra session B: Building self-control

- Extra session C: Positivism

Name	Welcome session

Objectives

To get to know the project. To generate group cohesion, ice-breaking. To understand individual motivations and expectations (from students)

Materials	Paper, Coloured pens, Music system
Duration	50 minutes

Links or multimedia resources

Music playlist in order to create a good atmosphere during quiet times (your choice)

Development

05'- Welcome words and introduction of the facilitators
10'- Introduction to the project's ideas and goals. Introduction of the sessions' schedule
20'- Getting to know each other. Depending on how much participants know about each other, we will either suggest more name games and energizers or deeper activities.
- Circle of names: If they don't even know the names, start by a basic circle of names.
- OUR EMOTIONAL SOLAR SYSTEM.
- Students are proposed to create a planet that represents them. They should think about what kind of planet it is, how big it is, what colors it is painted with, and what characteristics make it special. From there, each person works on their own planet and decorates it with different materials. It is advisable to play quiet music, which helps them to focus and encourages creative action. Once finished, each participant presents their planet to the rest of the group. The presentation could either take place individually (for more cohesive and secure groups) or in small groups where they share their features.
- Some motivating questions for creation and subsequent comments:
- What three words would you define your planet with?
- What do you like the most about it?
- What place does it occupy in the classroom solar system?
- What would you like to improve on your planet?
- What characteristics of another planet would you like to have?
- What can you do to get it? 10'- Expectations and motivations
- My garden of expectations and motivations (and challenges)
05'- Closing and introduction of the next session

Others

We will evaluate each session during the following one, so the first session will not have a specific evaluation process. All the materials created in the session will be kept by the facilitator because it will be used in the following sessions.
You can explore different options for the small games depending on your specific goals and the particularities of the group. Choose ice breaking games which require standing up, moving, and that create fun. For example: Stand in a circle and each person tells their name. There is one ball. Throw the ball to someone and try to say their name.

Name	Our group!

Objectives

To create our rules To define emotions. To build group cohesion)

Materials	Paper, Coloured pens, Music system
Duration	50 minutes

Links or multimedia resources

Music playlist in order to create a good atmosphere during quiet times (your choice)

Development

'5: What are we going to do today?
'40: Over the line (state your statement), see explanation underneath.
'20: Create our own rules: Which topics that we mentioned in the game 'cross the line' should be addressed in our own rules? Let the students write them down.

Evaluation

Reflect on the exercises and the experience

Others

Cross the line: To warm up the group and make them think about the rules. To create group cohesion.
With "Cross the line", you can give your students a better idea of who the others are.
Questions that would otherwise not be asked come up, and students see that in many cases they are not alone to struggle with certain feelings or behaviours.
Game preparation:
·   Put all the tables and chairs aside so that there is sufficient walking space.
·   Then, mark a line on the floor with tape or chalk.
·   If you are with a large group, you can make it a square.
·   Make sure that everyone has enough space to easily cross the line.
·   If you have to struggle past others to cross the line, this increases the threshold.

Important: create a safe atmosphere!

Game guide
The students and the teacher are all on the same side about a meter from the line. The teacher asks a few questions.
If the question applies to one of the students, that person will cross the line. The others show that they respect the people who cross the line.
They do this, for example, by raising a thumb or a hand in the air. Then, everyone will stand together on the same side again.

Agreements
Make some agreements with each other that will ensure the game runs smoothly and pleasantly for everyone.
For example, it is not allowed to talk during the question, everyone follows their own feeling when answering the questions, no one laughs at someone else, if someone does not want to answer, that is okay, and everything that happens during this game is kept among the participants.

Course of the game
This game only comes to life if the teacher can create an atmosphere of emotional security among the students. The teacher needs an open attitude and takes part in the game themself.
This reduces the distance to the students and the threshold for crossing the line yourself.
During the work method "crossing the line", it is important that the exercise is performed in silence.
This is to prevent the participant who crosses the line from getting the impression that they are being talked about. In addition, it is also important to state in the beginning that no one is obliged to cross the line.
If the statement applies to you but you do not feel comfortable expressing it in the group, then you may also just stand there.
The questions will deal with personal findings, experiences, challenges, and the connection with others. Due to the large number of questions, it is convenient to check what questions should be asked beforehand.
Each question starts with: "Cross the line if …".
Start with less personal questions so that the group gets used to the principle. Later, you can ask more personal questions, but still alternate with lighter questions.

Game end
At the end of "Cross the line", you can have all participants write a compliment to each other. Hand out pens and stick an A4 paper on everyone's back.
Anyone can now walk around and write random compliments.
One can only see at the end of the game what the others have written on their back. Experience shows that these papers are kept for a long time.

Discussion
Allow enough time for a debriefing. Even if the questions asked are not very personal, this game can have a major impact on the group. Some members may want to vent.
As a leader, be aware of this and make sure you have time and space to discuss this.
Please note: It is not the intention to talk about specific statements and who did or did not cross the line but about the experience of the game.
Some questions you can use in the debriefing are:
- What did you notice? - What are you surprised about?
-How does it feel when you belong to the minority? - Would you like to tell us a bit more about it?

Questions Introduction questions

Cross the line   …

               If you are the youngest at home.
               If you are the oldest at home.
               If you don't have brothers or sisters.
               If you feel okay today.
               If blue is your favorite color.
               If you play an instrument.
               If you do sports etc.

In-depth questions

Questions Introduction questions
Cross the line   ...
- If you are the youngest at home.
- If you are the oldest at home.
- If you don't have brothers or sisters.
- If you feel okay today.
- If blue is your favorite color.
- If you play an instrument.
- If you do sports etc.

In-depth questions
Cross the line ...
- If you think you have to do too much homework.
- If you've ever been in love.
- If you ever feel alone at school.
- If you ever skip school.
- If you find this exciting/scary.
- If you feel like you have to get good grades at school.
- If you feel insecure.
- If you feel like you don't belong in your class.
- If you've ever stolen something from a store.
- If you ever receive annoying text messages from someone.
- If there is ever gossip about you.
- If you ever get locked out.
- If you would like to change something about yourself.
- If you are happy.
- If you gave someone a present last week.
- If you can do 24 hours without your smartphone.
- If you're anything from this day's share on Facebook / Instagram / Snapchat. etc

More info: https://www.challengeday.org/about/videos/

Another option could be the activity: "Take a Step Forward", from Compass CoE. https://www.coe.int/en/web/compass/Take-a-step-forward

Name	Empowering (Thinking about things that are going well)

Objectives	
To gain insight into the things you are good at To gain insight into the things you are good at according to others From compliment to talent	

Materials	Paper, pencils, tape, skill cards SHARE, coaching cards with pictures

Duration	50 minutes

Development	
05 Explanation of today's topic: What are the things you are good at and why is it important to know this? **10 Walk and write:** Write down a compliment to someone else: why do you admire this person, what can they do well, what do you like about them etc. All students get a paper, a pen, and a tape. Stick the paper on your neighbors back with a tape. Walk around and write a compliment on each of the classmates' papers. At the end, everyone has a paper full of compliments on their back. **15 Read your compliments and reflect in a group of 5. Get the paper off your back and read the compliments!** **Talk to your small group (4 people) about:** What did you expect, what are you surprised about, what do you want to know more about, etc.? **10 From compliment to talent** In the group, the skill cards of SHARE the Badge are laid out. Pick 3 cards of skills you think you are good at and pick a card for each group member. At the end, you will have a set of 6 cards of skills you have. **10 Evaluation**	

Evaluation	
Pick a coaching card which expresses what this meeting has brought to you. Explain in a small group what this meeting has brought to you and what you think about this lesson.	

Cross the line: To warm up the group and make them think about the rules. To create group cohesion.
With "Cross the line", you can give your students a better idea of who the others are.
Questions that would otherwise not be asked come up, and students see that in many cases they are not alone to struggle with certain feelings or behaviours.
Game preparation:
   ·   Put all the tables and chairs aside so that there is sufficient walking space.
   ·   Then, mark a line on the floor with tape or chalk.
   ·   If you are with a large group, you can make it a square.
   ·   Make sure that everyone has enough space to easily cross the line.
   ·   If you have to struggle past others to cross the line, this increases the threshold.
 	
Important: create a safe atmosphere!	

Name	WHAT BOTHERS ME? Towards new territories: Exploring challenges and own concerns
Objectives	
Reflect and acquire competences on concerns, spaces without exploration, and fears	
Materials	A spacious, well-lit classroom equipped with chairs and tables that can be moved Folios, colored markers, tape, music, handkerchiefs, barrel, screen, and computer
Duration	50 minutes

Development

 LOOK AT THE FACE. 10 minutes.
A key to any joint action is to look into each other's eyes. We ask the group if they have already looked at each other, who and how are their companions.
We ask them to write their names on a sheet of paper and make the shape of their face. While music is being played, they will have to pass the pages moving through the class as quickly as possible.
When the music stops, we will have to look for the person whose page we have and draw the part that the facilitator says: eyes, eyelashes, nose, hair, ears, or a smile.
The drawings are displayed in the classroom as a "class/group cartoon".
A blank sheet of paper is handed out and they are asked to draw a map that represents their reality: family, friends, activities they do, institutions, etc. They will be able to draw the areas freely in size and shape.
The exercise consists of thinking about each of the areas that they have drawn on the map and detecting where they think there may be an obstacle, fear, or barrier, something that worries or displeases them.
They will have to draw these difficulties with symbols (dragons) and name them.
The activity is shared and a common list of all the dragons they have detected is made. Motivating questions:
- In what areas are there dragons? Are they big or small? What are they called?
- Do you remember something that scared you or created great difficulty for you and it eventually ended up being something tha you really like to do?
- What strategies did you use to deal with it?

PIO - PIO. 10 minutes.
We propose a game in which all the people in the group are chicks that have got lost and are looking for their families. The participants must cover their eyes with a handkerchief and begin to move around the class. When they find someone, they will have to say: peep, peep. If the other person answers peep-peep, it means that it is another lost chick so they will have to keep looking for the hen. However, when the person they are touching does not say anything, the participants should hold their hand, not move, and keep quiet without saying 'pio pio' when other chicks come to join**.**

Evaluation

Motivating questions: How did you feel? Was it easy for you to move around? Did you feel lost, safe, disoriented? What strategies did you use not to be afraid? There are many moments in life when we feel out of place, afraid, lost. Being able to find the warmth of other people helps us build confidence and face the dragons. Learn tools through trial and error to face, share, and exchange, to feel stronger.

Name	Emotional control. Understanding emotions

Objectives

Learn to perceive what they feel in their bodies, and recognize the diversity in which feelings and emotions are manifested.

Materials	A spacious, well-lit classroom equipped with chairs and tables that can be moved. Magazines of landscapes and nature, colored sheets, cardboard, colored markers, tape, music, chest or box, mirror, cannon, screen, and computer
Duration	50 minutes

Development

IONAL SCANNER. (5`).
Pose to the group to connect with ourselves in an exercise of trying to perceive how we feel. we are going to do an emotional scan, we are going to review, with relaxing music and eaths, our body and how we feel.
We proposed to start from the feet to the head to see how we are physically and how we rgy in each point of our body that we are passing.
It is made to see how the participants feel.
Exercise can be used to bring attention to other moments. It is normal if it is difficult at first to concentrate and take the scanner seriously, reflect on this fact.

IONAL LANDSCAPES. 40 min.
It is proposed to create a mural with relating emotions. Landscapes and a list of different emotions are provided along with several magazines so that you can find and cut out images. Next, the group is asked to look at the magazines for a landscape that represents each emotion, cut it out, and make a mural with all the images, noting the emotion next to each chosen landscape.
end, all the murals will be hung on the wall and, without speaking and with soft music in the background, the ent murals will be observed. Each participant takes notes of the name of the person with whom they have agreed the most when
ating a certain emotion.
Based on these coincidences, groups are made and, for 5 minutes, they comment on why they have chosen each landscape as a sentation of emotion.
otions: sadness, anger, joy, fear, love, peace, loneliness, happiness. Some motivating questions: hink it is possible to feel all the emotions on the list at the same time?
u ever felt several emotions at the same time? When?
you think that the same landscape can be chosen to represent different emotions? you think you can do better to understand what others feel?

THE CHEST. 5 min.
A useful dynamic can also be found among the complementary sessions of the Creando of this same material.
To close the session, it is stated that they are going to find the greatest treasure in the world, which is in the chest. A certain mystery will be created about this fact. As they go out one by one, the greatest treasure will be presented in the chest: a mirror where they can see their faces.

Name	Body language

Objectives

To learn what body language is The power of body language How do you use body language?

Materials	Animation about 'What is body language?' Paper with a drawn person for each student Pencil Gamecards (depending on the game you choose)
Duration	50 minutes

Links or multimedia resources

https://www.youtube.com/watch?v=1sfM-xx7tHI
https://www.verywellmind.com/ten-body-language-mistakes-you-might-be-making-3024852

Development

15: explanation of the topic
What is body language and why is it important? https://www.youtube.com/watch?v=1sfM-xx7tHI
Watch the animation (find one in your own language) and reflect on it with the group
20: the game
Becoming aware of the power of body language. Play a game to find out why body language is important.
https://www.justinpatton.com/body-language-activities-for-the-classroom/
Discuss after each game: What have you experienced? What have you learned?
15: How to use body language?
Everyone gets an A4 paper on which the outlines of a person are drawn. There are some questions on the paper which they have to answer on their own by writing and drawing on the paper. For example:
   ·   If you are angry, where can you feel this in your body?
   ·   If you are happy, what do you feel in your body?
   ·   How can someone else see that you are sad?
If the students are comfortable with each other, they can discuss their paper in a small group.
5: Evaluation

Evaluation

Write down on the paper, by the according body parts, what you have learned and what you are going to remember/use after   this class.

Others

Body language game:
Work together in groups of 4. Each group gets a set of cards with emotions on it. A person draws a card and expresses the emotion with body language. The others have to guess the emotion.
Reflective questions:
   ·   What did you see?
   ·   Why did you think it was this emotion?
   ·   How do you express this emotion?
   ·   How can others see your emotions? Etc.

Name	Teamwork

Objectives	
Reflect on and become aware of the way we relate to each other Develop teamwork competencies	

Duration	50 minutes

Development

COOPERATE OR COMPETE? 10 min.
Standing in pairs, they stand back to back with their partner and hold each other by the arms. In front of each of them, there will be a treat for each one about four steps away (preferably on a chair).
Let's count to three, then they have to try (for a few seconds) to get the treat without letting go. Those who let go will remain as observers, it is a question of seeing if there is a couple that agrees to go in one direction first and then in another. They will have been able to cooperate and they will have won. It will not serve as a model of cooperation, if one, being stronger, manages to drag the other.
Those who do not succeed are asked to return to the starting position and are proposed to speak and look for a solution, because they can only try again once and if they do not succeed they will lose the treat.
Motivating questions:
What happened? What was the problem? Did you get your candy? And your partner? How did you feel during the game? What do you think and how do you, who have the candy, feel? Was there any way you two could have got it? Is it fair that one has it and the other doesn't? Who decides how to act?

CREATE OR DESTROY. 35 min.
A wide variety of materials are available on the classroom floor: newspapers, magazines, inflated balloons. The participants are instructed that whenever the music plays they can destroy, break, step on, or do whatever they want with the materials, having fun with them. For this, some cheerful tempo music is used.
As the music stops, participants sit quietly, with their eyes closed and take a deep breath.
They are then instructed to look around. How would you describe the place? Do you like how it turned out? How does it make you feel?
In the second part of the exercise, quieter music is played to encourage creativity, and they are asked to create something from the destroyed: a sculpture, a drawing, etc., something beautiful and useful. They can do it individually or collectively.
- Finally, both moments are put in common:
- What was faster, to create or to destroy?
- What kind of energy do you connect with in each case? How did you feel in both situations?
- What qualities did you have to put into practice for both situations?
- Do you think sometimes it is necessary to destroy? Is destroying the same as having a destructive attitude?
- What do you identify with more? Do you relate to creating or destroying?

MUSICAL HUGS. 5 min.
Music will be played. Participants will dance around the classroom until the music stops playing. At that time, the facilitators will give the order: Hugs in pairs! Hugs for threesomes! Hugs for quartets! Collective hug!

Name	Feedback (Give and receive)

Objectives	
	To promote the group as a space to grow where you can contribute and gather support. To learn how to give and receive positive feedback
Materials	A spacious, well-lit classroom equipped with chairs and tables that can be moved. Folios, colored markers, tape, music, cannon, screen, and computer.
Duration	50 minutes

Links or multimedia resources

https://en.wikipedia.org/wiki/Johari_window - Hamburger method for positive feedback and critics. You'll be able to find these resources at the end of this session

Development

PHYSICAL CARESS. 10min.
All the participants walk through the space blindfolded while the trainer gives guidelines:
1.   When we meet someone we touch hands.
2.   When we meet we touch each other's face.
3.   When we meet we touch each other's head.
4.   When we meet we give each other a hug.
Once finished, we ask what we thought and how we felt. We talk about the sensations.Depending on the energy and restlessness of the group, another, calmer variant of this dynamic is:
We take some participants out of the room - classroom -, when they enter one by one, they are blindfolded and the other people have to approach them and show them affection or positive things through physical contact. Likewise, other dynamics can be used. For example, a person lets his-her body go, drops down and trusts the groups to pick them up. Another example would be the one in which there is a person in the center with a blindfold who is left swinging like a pendulum. These are not only dynamics of physical contact but also of trust.
ROUND OF QUALITIES. 15 min.
The group will be placed in a circle and each person will have a piece of paper glued to their chest and another to their back, where each partner from both sides will have to write what positive qualities they have and what things they should change to be better. Then, it is shared and we write down the expressed qualities on which we will work through the following questions:
·   How did we feel?
·   Do you agree with what they have written to you?
·   Were you aware of those qualities?
 THE MUSIC BAND. 5 min.
Each participant is asked to choose a rhythm with their body. The dynamic person acts as a conductor, we will add sounds little by little, one after the other until we create a melody.
When we connect with others, we synchronise ourselves, we can compose a diverse melody. Music is born from the sum of what you give and what they give you, in a harmonious way.
DEBRIEFING AND CLOSING 5 min
The facilitator will present the Johari Window and ask the participants about their different windows. Participants will express their thoughts. Then, the facilitator will introduce the Hamburger method for feedback.

Others

The materials from the project "Share the badge" can also be used for feedback. The set of cards with the competencies can be adapted using the game "How do you see me?". The cards are ready to print-and-play on the website.

JOHARI WINDOW

Description

In the exercise, someone picks a number of adjectives from a list, choosing the ones they feel describe their own personality. The subject's peers then get the same list, and each one picks an equal number of adjectives that describe the subject. These adjectives are then inserted into a two-by-two grid of four cells.[4]
The philosopher Charles Handy calls this concept the Johari House with four rooms. Room one is the part of ourselves that we and others see. Room two contains aspects that others see but we are unaware of. Room three is the private space we know but hide from others. Room four is the unconscious part of us that neither we nor others see.[5]

The four quadrants

Open or Arena: Adjectives that both, the subject and peers, select for this cell (or quadrant) of the grid. They are traits that subject and peers perceive.
Blind: Adjectives not selected by subjects, but only by their peers. They represent what others perceive but the subject does not.
Façade: Adjectives selected by the subject, but not by any of their peers. They are things the peers are either unaware of, or that are untrue but for the subject's claim.
Unknown: Adjectives that neither subject nor peers selected go here. They represent subject's behaviours or motives that no one participating recognizes—either because they do not apply or because of collective ignorance of these traits.

Johari adjectives

The participant can use adjectives like these as possible descriptions in the Johari window.

able	dignified	intelligent	patient	sensible
accepting	empathetic	introverted	powerful	sentimental
adaptable	energetic	kind	proud	shy
bold	extroverted	knowledgeable	quiet	silly
brave	friendly	logical	reflective	smart
calm	giving	loving	relaxed	spontaneous
caring	happy	mature	religious	sympathetic
cheerful	helpful	modest	responsive	tense
clever	idealistic	nervous	searching	trustwort hy
complex	independent	observant	self-assertive	warm
confident	ingenious	organized	self-conscious	wise

Name	Evaluation session 1

Objectives

To summarize the learning of the coaching process and to clarify the needs for the future and the next steps to be done by the participants

Materials	Learning diary (page 197)
Duration	50 minutes

Links or multimedia resources

Chill music

Development

20' Day of compliments In groups of 6.
Sometimes it is necessary to hear from others what they think is nice, sweet, or good about you.
Write your name in the center of the circle. Have eachgroup member write a compliment about you in every line.
You'll be able to find it in the My Learning Diary.
30' My learning diary
We are going to have an individual reflection session with the support of My Learning Diary. The Learning Diary will be given on this day so it must be printed.
We'll be able to find it at the end of the Methodology guide.
· We will answer the first 3 questions.
· We will share our individual feelings.
· We will explain how to fill the Learning Diary. This work must be done at home.

Others

Depending on the group we can:
· Answer the 3 questions. Once finished, share the feelings with a big group.
· Answer 1 question and share feelings.
· Instead of a big group, we can split into small groups

Name	Evaluation session 2

Objectives	
To summarize the learning of the coaching process and to clarify the needs for the future and the next steps to be done by the participants	

Duration	50 minutes

Links or multimedia resources	
Chill music	

Development	

Present the work that has been done all through the sessions to the participants. Create a visual presentation of the different materials used in order to remind the participants the whole process lived. If you have photos, prepare a slide-show photo presentation to create a good atmosphere.

Blobs evaluation (use the attachement). 10 min.
Print the blob papers (A3 if possible) and invite the participants to take a colour and express their feelings by colouring the blob person who represents them better

Darts evaluation. 15 min.
Create a poster with a bulls-eye where the closer to the center is the best, and the outer circle represents the worst. This poster will be divided into 4 sections (like pizza slices) and the participants will take a color marker and make a point (like a dart) in the dartboard according to their evaluation.
We suggest to include these 4 sections in the board:
· Your own participation in the process
· The group participation in the process
· The facilitators attitude/preparation/readiness
· The content of the different sessions

What I take and what I leave. 10 min.
Print an A3 poster with a "backpack" and another one with a "rubbish bin" on it. Distribute sticky notes among the participants and ask them to write comments for each poster, thinking of what they will 'take with themselves' from the sessions and what they leave behind.

Debriefing.
Open a round of comments with the participants and ask them to speak about:
· How do they feel at this point of the process?
· Why did they choose this blob-person?
· What were their "darts" results? Were they close to the center? Why?
· Comments about the backpack and the rubbish bin.

Name	COMMUNICATION I: HOW DO I EXPRESS MYSELF?

Objectives

Reflect on and become aware of the way we communicate with others.

Materials	A spacious, well-lit classroom equipped with chairs and tables that can be moved. Blank sheets of paper, salt, a jug with water, colored markers, tape, music, cannon, screen, and computer
Duration	50 minutes

Links or multimedia resources

http://www.slideshare.net/begabi/masaru-emoto-los-cristales-de-agua

Development

"THE SALT". 30 min.

This dynamic helps the participants become aware of the power of their words and the effect they have, or can have, on others and on the type of communication they produce. A scientific experiment is proposed and a lot of attention is requested.

What is this (showing the salt shaker)? No, no, you are the salt shaker. And that (pointing to the salt)? No, no, this - the salt - is your words, everything you say. And what is this (pointing to the jug of water)? No, no, this is a friend with whom you have become very angry.

Now, watch carefully what happens. (We start to comment negative things about the jar and for each comment we add a little salt: idiot!)

Fool! I can't stand you! Useless! Dog face! Fuck you!... Now, we allow them to come over, pour out their salt and say their derogatory remarks on top of the jug.Then the words (salt) that are already inside the other person are removed (jug with water).

Motivating questions:

What effect do you think your words have had on your friend, on their body, on their health, on their emotions? When we get angry with a friend, is it forever? Do you think you can take your words back? (We show that you can't get the salt out of the jar.) Can you heal the damage done just by asking for forgiveness? Can you somehow measure the damage you have done?

To close the VIDEO VIEW of Masaru Emoto (scientist Japanese). http://www.slideshare.net/begabi/masaru-emoto-los-cristales-de-agua

Words have a lot of power and once said they cannot be recovered. That is why it is important to think well before speaking. We can learn different ways of saying what we think.

Self centered messages. 20 min.

This dynamic serves to reflectively experience the different communication possibilities and their consequences. They learn the concept of assertive communication.

We distribute a sheet for each pair which they must cut and match according to the contents. Allow them a few minutes to assess the different ways of communicating. Each pair will have to act out one of the situations.

Situation 1:

Mom, how tiresome! I've already told you 20 times that I will tidy up my room when I finish doing this on the computer. I am not going to do it now, no matter how many times you tell me.

Mom, I'm doing something important for me right now, if it's okay with you, I'll finish first and then I will tidy the room.

Situation 2:

I do not understand why Silvia had to find out that I like Luis, I told you because you are my friend, if I had wanted the entire school to know, I would have published it in the idiot newspaper.

I feel bad when you tell my personal things to other people, I would like you to respect my privacy and I would appreciate it if you would not do this again.

Situation 3:

Lucia, if you take my clothes again without permission I'll kill you. Do you think you're the queen of the house?!

Lucia, I feel invaded when you take my things without telling me, I would rather you ask me about what I think.

Situation 4:

I asked you if we were going to the movies, you said no, and then I found out that you went with Mario and you didn't tell me. Don't worry, you can be sure I won't bother you again!

I feel displaced when you are not honest with me and do not include me in your plans.

Situation 5:

I just don't understand why! My friends can all go! Their parents leave them alone! You always have to be the spoiler and I fuck myself and stay home! Great. Thanks a lot.

I would like to be able to go and you should trust me. It would be nice to share the moment with the rest of my friends.

Motivating questions: What do you think of these messages? Do they mean the same? Which one do you like the most? Is the one you like the most the one you use regularly, or is the other one the one that you use the most? What differences have you observed? Does expressing yourself without disturbing mean that you will always get what you want?

We have the right to express how we feel and what we think but we can do so without hurting the other person. We also have the right to ask for what we want, but others have the same right to say no (or yes) and we must respect their decision.

Name	Building self-control

Objectives	
Help the student to build self-control and attend all classes. Fight absence in class	

Duration	CASE: A student is absent from lessons many times. When adults approach the student, (s)he acts nicely and politely, he-she always have a believable explanation of why he-she is absent from classes. DURATION: during 1-2 school semesters

Development	

Step 1: Get background information

Through cooperation between the social worker and the teachers: what are the details around absence/reasons for absence? Compare the stories, what the student is saying and what the teacher story is. Make sure that the teacher knows that the social worker is on the case and what the plan is.

Step 2: Make good contact with the student

As a social worker, you shouldn't criticise the student for not being in class. Say to the student that you understand him and to be more convincing agree with him that you understand how boring it is being in class, how important it is that he go and eat now, that call on his phone need to be done now and not after class. All this is to earn trust and it will open him up that you can see the real picture and reasons. In our experience as social workers, students who miss the class usually are not prepared and ready for subjects and they simply avoid interaction.

Step 3: Student meeting with teacher/department leader

At this meeting, the department leader should present the situation to the student as very bad and how school and teachers don't have any more patience for his actions. This is an important moment because at this meeting the social worker will stand for the student and promise that everything is going to change and that you personally guarantee that the situation will improve (this should be arranged with the department leader before the meeting. He needs to know whole plan and why you are doing this). The student now relies on the social worker.

Step 4: Build further on the students´ loyalty and ego

The next step is one of the most important ones. The student will attend classes, but the absence may not stop completely. The social worker attends classes with him, constantly telling him that he gave his word to the school and if he doesn't change completely you will get in big trouble (losing your job). It needs to sound dramatic. It does usually work because you, as a social worker, show loyalty to the student. Another important part is to use the student´s ego and show you care about him. Explain him how important education is, how hard life can be without it, and that you will never allow him to be one of those students that people point out for being stupid and uneducated. To show the student you care, you need to start a close relationship. In that way he might feel bad if he disappoints you. At the same time make sure to tell him how proud you are of him for all the good things that he does for you. The student will think that he is doing you a favour without realising that he is improving himself. It is a long process and it will take some time but if you cooperate with the department leader and the teachers, results are guaranteed.

| **Evaluation**	
Evaluation with department leader and teachers.	

Name	Positivism

Objectives	
Help the student to focus on good things and changing the mindset	

Materials	5 tables with several drawing pens. On each table a big poster with one of the following 5 advices: 1. Positivism = create distance from the challenge 2. Positivism = focus on the goal 3. Positivism = focus on solutions 4. Positivism = get positive input from others 5. Positivism = talk positively about yourself

Duration	50 minutes

Links or multimedia resources

http://www.slideshare.net/begabi/masaru-emoto-los-cristales-de-agua

Development

Step 1: Introduction to the topic POSITIVISM: «We can always do something about the future. Use your energy on the things that you CAN change. Past is past and cannot be redone." Situations never last forever – the only constant is change"

Step 2: Present a concrete but fictional CASE which is typical for young people with negative thoughts. For ex: This is Peter. He is (age, living..., etc.) and feels ....(alone, excluded, ugly, etc) and that is why he is behaving like this. Discuss the case in the group and empathise with the fictional person Peter.

Step 3: Help Peter! The students go around from table to table and write down some advice and good ideas that could help Peter to get more positive thoughts.

Step 4: Read through the advices/ideas and discuss them with the group. More background information about the 5 tables:

1. Create distance from the challenge: Try to create some distance from the challenge. Disconnect the need for control and automatic emotional reactions and see if things do not look as insurmountable. Let it go for a few days while you free yourself from the emotional or mental pressure and stress. Free up space in your mind and you will find the best solution!

2. Focus on the goal: We may take some detours sometimes due to unforeseen circumstances, but it's never too late to finish what you started. Your dreams are only yours. No one can sabotage the long-term goals. You decide the course, every single day. You decide your coping strategy and how to achieve your goals. Feel free to write down the big goals and your biggest dreams no matter what path you choose. There are always new opportunities.

3. Focus on solutions: Have your own brainstorming with yourself or someone you trust. Think about situations you have been in that have been difficult, but that you have managed to solve. Then think: 'if I have managed this, I can do anything'. Feel free to think long-term and talk to others about good solutions. Make notes so you do not forget the good ideas that come up along the way. *'The greatest discovery of any generation is that a human being can alter his life by altering his attitude."*- William James

Get positive input from others

When you are living a difficult situation, try not to be alone with the problem. Use friends to get positive input. Say straight out that you need. Find someone who can think a little ahead of you or with you. Tell them you need positive input. Dare to show yourself vulnerable, so that others can have the chance to stand up for you. A problem that is shared can often be solved much easier. Talk together about solutions and try to be good friends.

Talk positively about yourself and remember that situations never last forever- the only constant is change

Speak up and know that you are always valuable to someone. Write a list of all the things you are good at and have experience with, including what you are motivated for. Feel free to call it the "Have done" and "Want to do" list. The situation you experience today will always be able to change and you can change it in a positive way. Be solution-oriented and practical. Create your own future the best way you can.
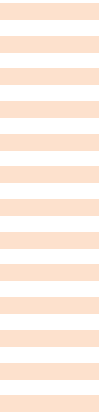
PEER-TO-PEER
EDUCATIONAL PACK

FOR PREVENTION OF EARLY SCHOOL LEAVING IN VET

Peer-to-peer educational pack for prevention of early school leaving in VET

Index

1. Origin of this method

This method is inspired in a Norwegian best practice, shared in the frame of the project *'The Hug to employability"* as a peer- to-peer coaching.

'Student Buddy Partnership" (*Norwegian: 'Makkerskap"*) is a concept used by many Norwegian schools (at least 150 in the last school year, mostly upper secondary schools) with very good results so far. (Best practice from Denmark: Netwerk - fællesskab er noget, vi gør for fagligheden - Netwerk (projektnetwerk.dk)).

What?

A structural approach for buddy partnership among young students with the aim to increase well-being in the classroom. Students learn to SEE each other and have the experience TO BE SEEN. The starting point of the project: the academic and social aspects of education are closely linked.

When?

Main target group: first year upper secondary school (ca. 16 yrs), starting on the first school day and during 3x3 weeks.

Why?

Supporting students to create a safe and inclusive class environment during the transition from lower to upper secondary school, avoiding exclusion and psycho-social problems.

2. Introduction to the problem of school dropout in VET and the proposed prevention measures

(Extract of the research developed in the project *'Clue to inclusion"* 2018-2-NO02-KA205-001314, with the focus on dropouts and VET)

Most of the countries have been going through periods of changes in public education, for both economic and cultural reasons. The challenge, however, is that many governments seem to meet the future by keeping the same formal education concept as in the past; built around qualification as the main approach to education. By doing that, they are in danger of alienating the sizable one-third of the young population who require learning conditions beyond the formal learning environment of the traditional school system.

The message from those who participated in this case-study process, underpins that "good education" so that everybody can be more successfully achieved by offering the young generation of learners a holistic learning approach, in which formal, informal and non-formal education are equally woven into the future curricula and syllabi. The traditional approach to learning in today´s society is formal education and formal learning. We depend on being taught and guided all the way until we reach our target: to get good qualifications. Informal learning can be explained as the cultural and individual learning processes (Ofstad 2013, p 45) through which individuals learn the dynamics of their surrounding culture and acquire daily experiences, values, rules, attitudes, skills and competences that frame their personal building process (socialisation). Non-formal learning offers productive and practical learning, based on learning by doing things in a practical sense. It also shows how to use your personal knowledge potential in learning contexts, which allows people to bring their talents to light. Throughout experience, students learn how to strengthen their personal action-based knowledge. They develop a sense of "what is wise to do" due to the development of assessing skills. Therefore, they also feel and learn about their inherent knowledge, which helps them to do and get their best in daily life, (subjectivation). Those three elements of the education process are vital to create a holistic learning reference for the future. According to the study, that is the essence of good education.

The dichotomy between formal and non-formal learning and education is still large and seems to be one of the most secluded and neglected

discourses within education. Recent research (OECD 2018) included in this case-study, has shown us that motivation among students in upper secondary/vocational schools is decreasing year after year. Nowadays we are witnessing a lack of enthusiasm and curiosity about what schools can offer, as well as a decrease in hope and faith. a kind of resignation among these students in which they show strong doubts as to whether they will be able to succeed in education. Some reasons seem to rest in the fact that the students have neither become more active, because schools are not emphasising student active work forms enough, nor properly introduced to individual adapted learning methods, because traditional schools do not have this capacity or options sufficiently present and implemented in their agenda. In our present time something is happening. Based on feedback we received in this particularly case-study, as well as the views we found in the desktop research linked to this study (which additionally included public documents and plans for the field of education), we could be tempted to conclude that a "Copernican turn"11 in the view on education of today, could be welcomed. This case study has certainly captured signals from several educational environments that is clearly in favor of a paradigm shift to a school, equally built on formal, informal and non-formal education.

For the sake of future generations, it seems to be necessary to come make innovations in the school system. The significant group of young learning conditions beyond the traditional way, have to be offered experiences both inside and outside school. They should be stimulated to see their entrepreneurial and skill-oriented mindset, and to search for make them work. By doing this, they could be prepared to face the that is taking shape, especially among youth, on a global basis. pedagogical, societal or economic issues in education, a global emerge, which shares values that are more similar between nation found within. This emerging external environment has its own complex up with a joint

effort to people who need good learning experience, practical, opportunities and interdependent culture Whether we look at paradigm seems to states than those and divergent structures, system, and behaviours (Luczkiw 2007, p. 45). Admitting this, we have a great opportunity to develop a practical and action-based learning system that could give young people the golden key to their future as holistic innovative learners and as creative individuals and workers.

3. Description of the profile of the Youth Coach

Peer mentoring is a relationship between people who are at the same career stage or age, in which one person has more experience than the other in a particular domain and can provide support as well as knowledge and skills transfer. Peer mentoring may be a one-on-one relationship or experienced in a group. The exchange is usually mutual, even if one member of the pair begins in the traditional role of mentee, or learner, and the other in the role of mentor. For example, a newcomer to an organisation or industry may start off as the learner, but as the relationship develops s/he usually discovers s/he has something to offer the partner in terms of other experience. The relationship then develops into an environment for co- learning.

4. Description of the necessary training for youth coaches

The necessary training for youth coaches will include:

- Leadership programs
- Peer Mentoring / support programs
- Personal development programs
- Career support programs
- Employability skills programs
- Communication skills programs
- Mental health and well-being programs
- Volunteer programs

All these topics will be arranged according to the specific motivation and needs of the peer-men-

tors. The youth coach training process adopts a train the trainer model, to give youth professionals, coaches and educators who wish to train others as peer coaches, the resources and training they need to confidently do so.

5. Scope of action of the Youth Coach within the VET school system and leisure

How?

Strengthening social competences among students through buddy partnership groups in the beginning of the school year.

Organisation:

- Partnerships of 2 (sometimes 3) buddies, who belong to a bigger group of 4 (5) buddies

- The buddy groups are created by adults and time-limited (3x3 weeks, change every 3rd week)

NB! This is all about creating good working relationships, like good colleagues do in the working place. (It is NOT forced friendship.) If your buddy is sick, you call or send him/her a short message and support your buddy with taking notes during class for example.

Creating Student Buddy Partnership step-by-step:

1. Preparations: Random group division by an adult, evt. start with 2 (3) from same sex. Nametags on table desk. Buddies sit next to each other, not far from their buddy group.

2. Introduction by teacher on first day: Welcome! Explaining the concept of student buddies – being good colleagues. 3x3 weeks. Hand out the information booklet.

3. Get to know your 1-2 buddies and your buddy group. Exchange of phone numbers.

4. Interviewing each other on the first day of school. Short interviews: choose 3 questions from a list. Introduce your buddy to the others (max 10 seconds). Example: This is Aisha. She likes football and animals and

she wants to become a computer engineer. Yesterday she had pizza for dinner.

5. More buddy exercises/tasks will follow. Proposed list with different exercises, like: name games, icebreakers, 4 corners, 1 lie-2 truths, chasing signatures, class values, hand game, bad listener exercise.

6. Proposal for the use of the Youth Coach: THE LEARNING DIARY

In the frame of the project "The Hug to employability", a learning diary has been created: "My learning diary".

7. Other proposed activities for Youth Coaches

Get-to-know-you tasks

You will find some tips for getting to know each other activities below. We recommend making a circle. Sitting face to face allows everyone to look at each other in the eye and recognise each other easily. Get-to-know-toys are simple and fun "icebreakers" that make the class a little warmer. The name games help both teachers and students to remember names. In addition, everyone is seen. You can do both or more of these activities, and they can be done on the first and the second day, which will allow you to change partners.

Fruit name

1. Everyone is in a circle. Students are asked to find a fruit that starts with the same letter as their name, for instance: Ann, Apple. Then, in turns, and following the circle, they say their names and the fruit they have chosen.

2. If you wish to play the game for longer, you can add a short competition. The person must say their names, the fruit and they must remember the name and fruit that the person sitting beside them said. As you can see, names are repeated several times. Finally, it is the teacher's turn to try and re-

member the names of the entire class! Everyone is welcome to help the teacher if he/she gets stuck.

The picture about me

Collect a pile of pictures. You can use different postcards. It would be nice if the pictures showed a wide range of different things, animals, objects or landscapes. It can be anything from people, animals, places and advertising, to abstract and figurative art. The students sit in a circle. The teacher puts the pictures in the middle. Students are asked to draw a picture that they think it suits them. Then, in turns, they will say their names and why they chose that picture. If the class seems insecure, you can first talk to your partner. This exercise can be nicely combined with the assignment "Meet your partner" which you will find in the booklet for students.

Four-cornered exercise

Slide the chairs and desks to the side of the room so that the centre of the classroom, as well as the four the corners in the room, are free (possibly use the gymnasium / schoolyard). Ask students to group in the four corners after the following information about themselves (there are many possibilities):

a. Is an only child, is an older sibling, is a younger sibling, has both older siblings and younger siblings

b. Born: Northern or Central Norway, Eastern or Southern Norway, Western Norway or abroad.

c. Likes the candy best: Chocolate, potato chips / snacks, salty candy, sweet candy.

d. Likes the film genre best: Comedy, drama, action, horror.

e. Likes best: Dog, cat, rodent, no animals

f. Favorite subjects: Physical education, Norwegian, math, social studies

g. Preferably listens to: Pop, rock, musical, hip hop.

8. Impact evaluation measures and results

Competences and achievements in formal learning are recognized in certificates and diplomas. But what about achieved competences through non-formal learning? When a student gets recognition for those learning outcomes, they can show it on their resume and it will be of great value while looking for a job. Within Europe there are different ways to award that kind of recognition. In this chapter you can read about Youthpass and Europass and also about recognition through Open Badges. The peer-mentoring projects, have their own tailor made collection of badges.

Youthpass and Europass

To support the impact of peer-mentoring activities on the personal, educational, social, civic and professional development of the participants, the competences (combination of knowledge, skills and attitudes) that are the non-formal and informal learning outcomes gained in the activities, shall be identified and documented, in particular through EU level recognition tools such as Youthpass and Europass.

The identification and documentation of non-formal and informal learning outcomes is offered to participants (on a voluntary basis) and participating organisations (mandatory, as far as the participant requests it). It means that every young person taking part in any non-formal education activity can benefit from a process and certify that he/she identifies and documents individual learning outcomes.

SOME PRACTICAL CASES

CASE NUMBER 1

A student is spending a lot of time alone, outside the classroom, and acts dismissively towards students and school employees. It is unclear if the student is shut out or taking drugs.

From the group of environmental workers:

This is a very complicated case and you need to keep calm. Being patient is extremely important. As you need to create a bond with the student, you must be very careful in order not to make any mistakes during the first contacts. If you make a little mistake you might lose your chance to approach the student.

First you need to observe and discreetly follow the youngster so that you can learn about his routines: where he goes, what he likes doing during his free time, (watching movies, listening to music or any other activities). Through observation, you will get plenty of information to help you plan your conversations and actions in advance. However, you might succeed when starting a conversation for the first time, but there is also a chance that you might not.

The student might be tired, uninterested in the conversation or that first opportunity might be too short and you run out of time. In that case, you should take a step back in order not to cross the line, or force the situation. You do not want the person to feel uncomfortable or irritated. As previously said, patience is the key.

To start a good approach, you should start by kindly saying hello to the student every day. Although he might not answer back at the beginning, he will after a few days and the door to a first approach will be open. Use your intuition and you will know when you can make the first approach. Please bear in mind that it is advisable to choose a moment when the student is alone and there are not other people around. As you must have learnt about his interests and hobbies before-hand, you must use all the information you have to start an engaging conversation with him. If the boy is interested in films, just a simple 'hello' and a short comment on a film that he has recently watched will be enough to start a conversation. It is advisable to give a positive opinion on the subject so that he directly empathises with you and your preferences, which are the same as his.

Consequently, showing common preferences is the key for him to open. It is also of high importance to have a short conversation for the first time. You must only intend to make yourself present and make him feel comfortable while he is with you.

Moreover, cooperation with teachers is also necessary. You should plan an assignment for the student so that you are the only one that can help him with the task. He will feel he has to accept your offer. After having helped him for a couple of times you must compliment the student for his good work and use motivational and positive reinforcement. At that stage the student will see the good results and he will feel cooperation had a sense, it worked and above all, his self-confidence will start to grow.

The following step is to become his best friend and spend some time with him, as much as you can. It is also advisable to take him out of the classroom and do something different with him: have lunch, go to the cinema, so that you create a personal bond between the two of you. It will be reassuring for him to know that you are there for him and you enjoy to spend time with him.

At this point your conversations should be led to a next level: personal matters. You should start talking about personal issues, friends, family, family matters, his thoughts about life in general, etc. Regarding to drug addiction, you should have known from the first moment if the student takes any kind of substance.

Prior to the meetings you should have learnt about drugs and their physical effects on young people, in order to quickly realise if the person is under the effect of any kind of drug or drink. If he

takes drugs, he must but them somewhere and that is your job to discover. In that case, you must learn about the drug he takes and talk to him about it and its consequences.

At the beginning you must never criticise the youngster because of drug issues. Pushing too much might have the opposite effect and he will start to avoid you. Your role at this stage will be to understand his addiction and let him tell you about his experience. Unfortunately, they will always choose drugs over new friendships so please wait and be patient, until you are 100% sure that it is the right moment to start changing his habits and life.

As your relationship becomes stronger you should slowly introduce other students into your relationship with him. The youngsters you trust need to know their exact role in this context and they need to know that they are part of a plan to help someone you really love. One after the other, the group will start getting bigger and he will feel comfortable surrounded by other people. Surround him by young and positive people who will make him see life from a different perspective. Going out together, without taking drugs, doing physical activity, going out for walks, playing videogames, going to the cinema... any kind of group activity will be fantastic for his recovery. From time to time, do something on your own with him, so that he will see you still care about him and there is a special place in your life for him. He will feel grateful and will never forget those moments.

Finally I will say that being patient is really important. The whole process can take a couple of months. Experience has shown that young people who feel lonely get disappointed quite easily so we must be careful not to make any rushing mistakes.

CASE NUMBER 2

A student who plays truant. When an adult approaches him/her, he/she is nice and polite, and he/she always has a good explanation about why he/she is absent from classes.

From the group of environmental workers:

In this case situation it is much easier to see when the student is available for the first contact. The student usually attends school but there is one certain subject he does not like and he decides to play truant. The problem here is more about concentration in the classroom and how to make subjects more interesting for him. In order to do so we should try to challenge the student. When some students get bored, they disconnect their attention in class and end up skiving off.

The first step for a good approach is to get close to him and become good friends. You should let the student know what your main job is and make it clear that your role at school is to help and mediate between students and teachers. You are the bridge to make both ends meet and your job is to make sure that they attend their lessons and finish school. You should explain those points to the student from a friend point of view.

Next, you must contact the teacher and let them know the reasons why the boy is skiving off. At this stage the teacher will give you his opinion about it so you can compare both versions of the story: what the student says and what the teacher claims.

You should not criticise the student for not being in class, but spend as much time with him as possible when he decides to leave. You must make sure that he feels you perfectly understand him and you may also agree with him about how boring that class is. If there is a phone call, make him feel the phone call is more important than the subject. The most important now is to create a feeling of trust between the two of you. He will eventually open his heart to you and you will soon have the real picture of the situation and will know the real reasons for him leaving the classroom.

Our experience in those cases shows that when students decide not to attend a lesson is because they do not feel prepared for the subject, consequently, they avoid interaction and end up leaving, instead of seeing that subject as a personal challenge

Cooperation with teachers is a main part of the plan. Make sure that teachers know that you are on the case and what is your plan.

You should attend some lessons with the student. The teacher must give you the answers to some questions he-she might ask during the class. You can practice those questions with the student previously so that, when the teacher asks the student he knows the answer. That will make him feel good and you can tell him you are proud of him. This method will give him more confidence to be in the classroom, but it will not stop him from skipping lessons. If he decides to leave once the process has started, you must follow him and talk to him. Tell him how important it is to go back into the classroom at this stage. You must make sure that your friendship keeps getting stronger.

The following step should be to make a deal with the teacher or even the head teacher of the department. A meeting should be held and the head teacher of the department should inform the student that the teachers are losing their patience with this situation and they are not going to consent that behaviour any more. This is an important moment because at this meeting you will stand for the student and promise that everything is going to change and that you personally guarantee it. The head teacher must have been informed about what your plan is prior to the meeting.

Once the meeting is finished, the student will completely rely on you. The situation will improve but if the student decides to not to attend a lesson, you must make him go and remind him that your future is in his hands. You are the one who gave your word to the head teacher and he must keep his promise, otherwise you will get in big trouble. It needs to sound dramatic but it usually works.

It is also important to appeal to the student's ego. You must show that you care and that is the reason why you need to let him know how important education is. How hard life can be without it and that you will never let him be the one other people point out as being stupid or uneducated.

He needs to feel bad if he disappoints you. That is your main aim. At the same time make sure to tell him how proud of him you are and all the good things that he does for you. In that way, the student thinks he is doing something good for you without realising that the person who he is really helping is himself.

The process will take also some time but with proper cooperation with the department head and teachers, good results are guaranteed.

IO 3. COLLECTION OF IDEAS AND GOOD PRACTICES TO DEAL WITH EARLY SCHOOL LEAVING

A	FACT SHEET
Name of good practice: Connected Youngsters	
Name of entity sharing good practice: Silla City Council	
Responsible project partner: Susanna Morant –Youth Worker	

Country: **Spain**			Tel: **+ 34963121144**
City: **Silla**	PC:	email address: **infojove@silla.es**	

B	TARGET GROUP
Targeted persons	**Youngsters**
Number of young people participating	**50 per year**
Age range	**14-18**

C	SHORT DESCRIPTION OF A GOOD PRACTICE

Connected Youngsters is a project where young people through formative actions improve the digital competences of the citizenship (young people, adults, elderly people) and groups with more difficulties of integration breaking the digital divide and finding an intergenerational point of union.

D	GOOD PRACTICE IS COORDINATED WITH?

D1. INTERNAL COORDINATION

Who have been the agents involved in the development of the program?	**Youth department and Telecenter (computer centre)**
How have the different resources been coordinated to launch the program	**It's a project wich is done at the Youth center so it's only communication with the diferent agents. (Mail phone and calls)**

D2. EXTERNAL COORDINATION

With which entities [public, private, other administrations] has coordination been established for the development of the program? What type of coordination has been established?	Entity name	Responsible person's name
	1. Ederly residence **2. Fundacion Esplai + Microsoft**	1. 2. 3.
	As the project is carried by the youth department, it's itself who starts it. Only at the end of the course, we need to send the evaluation form to Fundacion Esplai , because we receive a grant from them in order to take the Microsoft certificates for the youngsters.	
How has this coordination been carried out?	**Mail and phone**	

E	OBJECTIVES

- To educate youngsters in the participation.

- To become responsible in the construction of their community.

- To train youngsters and adults in digital competencies.

- Improve employability through participation.

- Aims to promote networking with a community dimension between the educational community, local associations, the collective of young people and adults

- The empowerment of our elders with the ICT, approaching the new forms of communication.

F	DEVELOPMENT OF THE GOOD PRACTICE

Every Tuesday we meet at the Youth centre from 17 to 18:30 pm from October to May. We've been implementing this project since 2014 and every year we have a group of 15-20 new youngsters.

We make them aware of the use of social networks, their scope and consequences promoting their critical opinion always in a playful way, through creative projects that they perform in groups favouring cooperation and teamwork. We give them the tools to schedule sessions. What things should you keep in mind to teach? How do we introduce ourselves to a group of people? How do I explain what the internet is? What is a mouse for, the keyboard buttons, how do we drag our fingers through the screens … how do I copy-get, drag, insert? How do I navigate?

They prepare the different formats: tablet, computer and Smartphones, organize the courses and interview older people. They teach them how to navigate, Skype with their children, ask doctor appointments, consult time (which they love), create photo albums of their grandchildren, play video games, create WhatsApp groups … We recognize digital competencies, giving you the opportunity to earn the "Microsoft Office Specialist" degree being for many the first title on your resume and a tool that will be very useful in your academic and work life.

We use digital tools to be constructive and educational. We reflect on the Instagram phenomenon, about selfishness, egotism, the image we project, that we want to sell, how we analyse advertising, profiles, influencers, how to learn to disconnect, cyber bulling …

G	INNOVATION AND POSSIBILITY OF TRANSFER		
Does the program represent an innovation in the Municipality?		~~Yes~~	No
Point out the main aspects of innovation		**1. We recognize digital competencies** **2. Train youngsters and adults in digital competencies.**	
What does this program provide as good practice to other municipalities?		**Youngsters become trainers of old people**	
What elements of this initiative could be transferable to other contexts?		**Digital competences / Improve employability through participation**	

H	METHODOLOGY USED	
What methodology is being used?	**Fundacion Esplai**	
Description of the methodology	**We adapt the Fundacion Esplai sessions (digital competences) but we give a social, global values and participation point of view. It's carried every week in the Young centre so we work in a non-formal space during 9 months.**	

I	EVALUATION	
Indicate the evaluation system used		**Each week we evaluate in group. At the end of the year we evaluate through a formal and non-formal inquiry.**
Indicators used and applied to check the progress in the established objectives		**Continuation of the program during the year. Trainers given by the youngsters (Smartphones, computers and tablets)**
Results obtained in the evaluation: quantitative and qualitative data		**Over these 5 years we have trained more than 250 young people who have helped to use computers, tablets and mobiles to almost 400 majors of our community.** **They participate to meet friends and new people; we offer a meeting point where we interact with them through dynamics within the umbrella of non-formal education.**
Improvement proposals		**Non**
J	**HUMAN AND MATERIAL RESOURCES**	
Human resources used		**Youth department** **1 Coordinator** **3 monitors**
Material resources used		**Computers and tablets**
K	**SUSTAINABILITY**	
What is the current good practice situation?		**It's really good. After the past years, many youngsters tell us that they've found a job because of digital certificate.**
Is its continuity planned?		**Yes**
J	**PUBLICATIONS AND DISSEMINATION MEDIA**	
Detail the means and contents used for the dissemination and execution of the program or performance: guides, manuals, brochures, spaces, content in publications, audio-visual media, networks, etc. directly related to the program presented		**https://jovesactiusilla.wordpress.com/2020/02/19/els-joves-actius-comencen-lacreditacio-de-microsoft-office-specialist-2/**

A	FACT SHEET
Name of good practice: **Transition from school to work.**	
Name of entity sharing good practice: **SILLA CITY COUNCIL- SOCIAL SERVICES**	
Responsible project partner: **SOCIAL SERVICES (MANUEL GUERRERO RUÍZ)**	

Country: **SPAIN**		Tel: **961212222**
City: **SILLA (VALENCIA)**	PC: **46460**	email address: **benestar@silla.es**

B	TARGET GROUP
Targeted persons	
Number of young people participating	
Age range	

C	SHORT DESCRIPTION OF A GOOD PRACTICE

Every Friday in May and June, the IES students are collected to pay visits.

1st Assembly and planning of visits with prior consent and knowledge of families. Come back with a personalized plan

D	GOOD PRACTICE IS COORDINATED WITH?

D1. INTERNAL COORDINATION

Who have been the agents involved in the development of the program?	
How have the different resources been coordinated to launch the program	

D2. EXTERNAL COORDINATION

	Entity name	Responsible person's name
With which entities [public, private, other administrations] has coordination been established for the development of the program? What type of coordination has been established?		
What type of coordination has been established?		

E	OBJECTIVES

Make 16 year old students go back into the education system and giving them the opportunity to take FPO courses.

F	DEVELOPMENT OF THE GOOD PRACTICE

Centres provide us with students who dropped out of the educational system prematurely and we determine the causes, as well as look for their potential.
- Contribution by the departments of orientation of the IES, of the students who dropout the educational system when they are 16.
- Departure plan to learn about the labour market in the area, as well as non-formal training, group meetings, assemblies ...
- Establish a personalized itinerary.
- Continue training through Basic FP and Occupational Vocational Training (FPO)

G	INNOVATION AND POSSIBILITY OF TRANSFER		
Does the program represent an innovation in the Municipality?		Yes	No
Point out the main aspects of innovation			
What does this program provide as good practice to other municipalities?			
What elements of this initiative could be transferable to other contexts?			

H	METHODOLOGY USED	
What methodology is being used?		
Description of the methodology		

I	EVALUATION	
Indicate the evaluation system used		
Indicators used and applied to check the progress in the established objectives		
Results obtained in the evaluation: quantitative and qualitative data		**50% join the basic FP regulated education system.** **25% access to unregulated training and occupational training (FPO).** **25% dropout and / or do not find employment.**

J	HUMAN AND MATERIAL RESOURCES	
Human resources used		**Monitors / educators, social educator.** **Orientation department.** **Non-formal training centers; Labora, EPA.** **Child Labor Insertion Day Center for minors.**

A	FACT SHEET

Name of good practice: **CANTERA**	**85**
Name of entity sharing good practice: **SILLA CITY COUNCIL**	
Responsible project partner: **SUSANNA MORANT –YOUTH WORKER**	

Country: **SPAIN**	Tel: **34963121144**

City: **SILLA (VALENCIA)**	PC: **46460**	email address: **infojove@silla.es**

B	TARGET GROUP

Targeted persons	**Students (2nd year of High School)**
Number of young people participating	**200 each year**
Age range	**14-15**

C	SHORT DESCRIPTION OF A GOOD PRACTICE

Cantera promotes coexistence in 4 areas: Me, my group, the classroom and the educational community, understanding the community as the space in which they live and relate, and not just the school space.

D	GOOD PRACTICE IS COORDINATED WITH?

D1. INTERNAL COORDINATION

Who have been the agents involved in the development of the program?	**Youth Department**
How have the different resources been coordinated to launch the program	**Between the Youth Department and High School**

D2. EXTERNAL COORDINATION

	Entity name	Responsible person's name
With which entities [public, private, other administrations] has coordination been established for the development of the program? What type of coordination has been established?	**1. I.E.S Enric Valor** **2. I.E.S Sanchis Guarner** **3. Sagrada Familia**	**1. Management team** **2. Management team** **3. Management team**
What type of coordination has been established?	**Meetings and phone calls at the begining of the course, in between and at the end of the program**	
How has this coordination been carried out?	**Perfectly**	

E	OBJECTIVES

Encourage spaces in which students discover and incorporate basic skills in their lives.

· Promote collective reflection based on their reality and the environment in which they live.

· Promote youth initiatives with tools typical of participatory methodologies.

· Generate a coordinated team of work between all the agents involved in the process.
Creating a collaborative and volunteer work space geared to the young people's interest centers.

· Get participants to acquire a critical attitude towards those around them.

· Discovering other ways of doing things and new possibilities for organizing, communicating and working as a team through the implementation of a collective action.

· Description of expected results and how they can contribute to the achievement of the objectives set.

· Motivation of young people to participate in volunteer activities.

· Improving the skills of young people to work in groups: listening ability, with respect to the turns of speech and speeches of their classmates, dialogical resolution of conflicts.

· Improving the self-esteem of young people, in relation to their ability to be an active part of a group.

· Improving the reflective capacity of young people.

F	DEVELOPMENT OF THE GOOD PRACTICE

We work with non-formal education methodology but in a formal education space (High School)
Each session is done in the classroom and during the mentor subject, so all students receive it, it's universal.
Our target group is from 13-15 years that is the 1st level of the High School System.
We work during 10 weeks and each session takes 55 minutes:

Session 0: INTRODUCTION

Session 1: WHO AM I? Knowing Me - A few unique planets that interact.

Session 2: WHAT DO YOU FEEL? Know to express, identify and observe our moods.

Session 3: WHAT DO I NEED? Towards new territories: Exploring challenges and concerns of our own.

Session 4: WHAT GIVES?, WHAT DO YOU GIVE ME? Learning to take care of ourselves to create and grow together.

Session 5: HOW DO I RELATE? The art of reinventing yourself in company.

Session 6: COMMUNICATION I: What express? Developing skills for assertive communication.

Session 7: COMMUNICATION II: What do we build? Words that hurt, words that create bridges.

Session 8: PROPOSALS AND ALTERNATIVES, how to start building collective dreams.

Session 9: EVALUATION.

G	INNOVATION AND POSSIBILITY OF TRANSFER		
Does the program represent an innovation in the Municipality?		Yes	No
Point out the main aspects of innovation		**1. Working every week in a formal space (school) using non formal education** **2. Working with all the youngsters (universalization)**	
What does this program provide as good practice to other municipalities?		**Working emotional intelligence with Young people (systematized)**	
What elements of this initiative could be transferable to other contexts?		**Emotional intelligence can be applied to any context as it works a field that is forbidden in our education**	

H	METHODOLOGY USED
What methodology is being used?	**"Creando Futuro" Education network**
Description of the methodology	**Creating Future, Education Network for Youth Participation is a network of entities and people who, since 2003, promote education for youth participation with young people from Seville, Huelva, Cádiz, Tenerife, Asturias, Madrid, Bizkaia, Badajoz, Salamanca and Valencia. It is a learning experience for participation; an initiative in which groups of young people raise their concerns and develop their own action responses to transform their reality. It's methodology it's build around team Building work, debat and personal and emotional work. Each session is a theme**.

I	EVALUATION
Indicate the evaluation system used	**Each week, after sessions./A t the ens of the program through questions and drawings.**
Indicators used and applied to check the progress in the established objectives	**Participation in activities.** **Self confidence**
Results obtained in the evaluation: quantitative and qualitative data	**Over these 2 years we have worked with more than 400 young people and they really love and enjoy sessions. After this first step, Cantera, they decided voluntary to become part of the Connected Youngsters.**

Improvement proposals	**Each group is diferent, so after each session the coordinator group has to face new strategies if something needs to be changed.** **This methodology is now beeing studied by the network in orwards to give a ecofeminist view.**

J	HUMAN AND MATERIAL RESOURCES	
Human resources used		**Youth department, 1 Coordinator, 3 monitors**
Material resources used		**Papers, balloons, pens**

K	SUSTAINABILITY	
What is the current good practice situation?		**Rising**
Is its continuity planned?		**Yes**

L	PUBLICATIONS AND DISSEMINATION MEDIA	
Detail the means and contents used for the dissemination and execution of the program or performance: guides, manuals, brochures, spaces, content in publications, audio-visual media, networks, etc. directly related to the program presented		**Our guides are in our website, although they're not translatetd.** **http://redasociativa.org/creandofuturo/itinerario-epa/cantera/** **Our sessions:** **https://jovesactiusilla.wordpress.com/2019/02/06/els-joves-actius-de-cantera-es-coneixen-amb-diversio-i-creativitat/**

A	FACT SHEET

Name of good practice: **EVS- European Solidarity Corps**	89

Name of entity sharing good practice: SILLA CITY COUNCIL

Responsible project partner: SUSANNA MORANT –YOUTH WORKER

Country: **SPAIN**	Tel: **34963121144**

City: **SILLA (VALENCIA)**	PC: **46460**	email address: **infojove@silla.es**

B	TARGET GROUP

Targeted persons	**Young People**
Number of young people participating	**Actually stopped because of COvid. Normally around 6-8 per year**
Age range	**17-30**

C	SHORT DESCRIPTION OF A GOOD PRACTICE

We give advice and prepare young people to do the EVS (European Voluntary Service) now European Solidarity Corps, the international volunteer program funded by the European Commission.

It enables all young people legally resident in Europe, aged between 17 and 30 years, to carry out an international volunteer service in an organization or in a public body in Europe, Africa, Asia or South America, for a period ranging from 2 to 12 months. It provides the reimbursement of travel expenses and completes coverage of the costs of food and accommodation for the international volunteer.

Thanks to the intercultural dimension and its non-formal approach, European Voluntary Service is a unique opportunity to come into contact with cultures different from your own and to acquire new skills and abilities useful for your personal and professional growth.

D	GOOD PRACTICE IS COORDINATED WITH?

D1. INTERNAL COORDINATION

Who have been the agents involved in the development of the program?	**Youth department and european partners**
How have the different resources been coordinated to launch the program	**According to Erasmus+ guide**

D2. EXTERNAL COORDINATION

With which entities [public, private, other administrations] has coordination been established for the development of the program? What type of coordination has been established?	Entity name	Responsible person's name
	1. National Agency **2. European partners** **3. Eurodesk**	
What type of coordination has been established?	**According to Erasmus+ guide, as we are sending, hosting and coordinators.**	
How has this coordination been carried out?	**According to Erasmus+ guide**	

E	OBJECTIVES

The European Solidarity Corps aims to promote solidarity as a value, mainly through volunteering, to enhance the engagement of young people and organisations in accessible and high quality solidarity activities as a means to contribute to strengthening cohesion, solidarity, democracy and citizenship in Europe, while also responding to societal challenges and strengthening communities, with particular effort to promote social inclusion. It shall also contribute to European cooperation that is relevant to young people.

F	DEVELOPMENT OF THE GOOD PRACTICE

Ajuntament de Silla is a sending /hosting/coordinator
- As a sending organization we are responsible for sending the volunteer from the country of origin to the EVS project in the country of destination. In addition to being the organization responsible for providing the training on the way out.
- As a hosting organization we are responsible for receiving the volunteer where they will perform their EVS.
- As a coordinating organization is the organization responsible for the management of the volunteer project, putting the volunteer in contact with the host organization. Sometimes the coordinating organization is the same as the host organization.

On the other hand, it covers the volunteer:
- Accommodation and meals
- Pocket money set by countries
- Online language training and training on arrival
- Local Transportation in case it is necessary to attend the volunteer position
- CIGNA medical insurance
-Intermediate evaluation for over six months' projects.
Young people with fewer opportunities are an important priority of the European Union in order to allow access to all young people to benefit from the program. Young people with fewer opportunities are at a disadvantage compared to their peers, as they face situations and obstacles, which are described below:
- Social obstacles: young people who suffer discrimination based on gender, ethnicity, religion, sexual orientation, disability or handicap, etc., young people with a lack of social skills or risky sexual behaviour or anti-social behaviour; young ex-prisoners, ex-drug addicts or ex-alcoholics, single young mothers / fathers, orphans and young people from dysfunctional families.
- Economic obstacles: young people with a low standard of living, low income, dependence on the social security system, in a situation of long-term unemployment or poverty; the young homeless, with debt or financial problems.
- Disability: young people with mental disabilities (intellectual, cognitive, learning), physical, sensory or other disabilities.
- Educational difficulties: young people with learning difficulties, young people who leave school, low-qualified people, young people with low school performance.
- Cultural differences: young immigrants or refugees or descendants of immigrant or refugee families, young people belonging to a national or ethnic minority.
- Health problems: young people with chronic health problems, serious illnesses or psychiatric disorders, young people with mental health problems.
- Geographical obstacles: young people from remote or rural areas, young people living in small islands or peripheral regions; young people with urban problems, younger areas with limited level of services (limited public transport, poor conditions, abandoned villages).

- https://europa.eu/youth/volunteering/project_en

G	INNOVATION AND POSSIBILITY OF TRANSFER		
Does the program represent an innovation in the Municipality?		**Yes**	**No**
Point out the main aspects of innovation		**1. We are the City Council and the aren't many coordinators in this program, as usually it's always driven by NGOs', organizations, youth clubs, etc**	
What does this program provide as good practice to other municipalities?		**That City Council can offer european opportunities to their youngsters**	
What elements of this initiative could be transferable to other contexts?		**Language, self confidence, employment**	

H	METHODOLOGY USED
What methodology is being used?	**Non formal education**
Description of the methodology	**The European Solidarity Corps brings together two complementary strands: volunteering and occupational activities.** **The volunteering strand offers young people the opportunity to carry out full-time voluntary service of between two and twelve months in another country within an organization. During this time and they live in an intercultural space and acquire the 8 Key Competences for Lifelong Learning according to the Erasmus+:** **-Multilingual competence** **-Personal, social and learning to learn competence** **-Citizenship competence** **-Entrepreneurship competence** **-Cultural awareness and expression competence** **-Digital competence** **-Mathematical competence and competence in science, technology and engineering** **-Literacy competence**

I	EVALUATION
Indicate the evaluation system used	**Youthpass**

Indicators used and applied to check the progress in the established objectives	While creating their Youthpass certificate together with a support person, project participants are given the possibility to describe what they have done in their project and which competences they have acquired. Thus, Youthpass supports the reflection upon the personal non-formal learning process and outcomes. The first page confirms the participation in a given project and lists the main facts about the project. It also provides background information about the general context and value of the activity. It has to be signed by a legal representative of the organisation. The second section informs about the project in more detail. The organisations in charge are mentioned, the aims, activities, and results of the project described. This part of the certificate has to be signed by the person responsible for the project. In the third section, participants reflect upon their learning and the outcomes. They are encouraged to describe what they have learnt in the course of the project, adhering to the eight key competences for lifelong learning. If applicable, a dialogue partner is also invited to sign the third section. There is neither a limitation to how much the participants are allowed to write, nor do they have to include every single competence.
Results obtained in the evaluation: quantitative and qualitative data	Since 2008 we've send almost 40 volunteers to many projects in Europe. We've received 2 youngsters every year since 2010. Once the SVE is completed, the volunteer acquires the "Youthpass Certificate". This certificate is endorsed by the European Commission and validates the competences acquired in the EVS carried out.
J	**HUMAN AND MATERIAL RESOURCES**
Human resources used	**Youth department, Eurodesk**
Material resources used	**Internet**
K	**SUSTAINABILITY**
What is the current good practice situation?	**It's stopped because of Covid**
Is its continuity planned?	**Yes**

L	PUBLICATIONS AND DISSEMINATION MEDIA
Detail the means and contents used for the dissemination and execution of the program or performance: guides, manuals, brochures, spaces, content in publications, audio-visual media, networks, etc. directly related to the program presented	**https://europa.eu/youth/solidarity_en**

A	FACT SHEET

| Name of good practice: **Reinvent yourself in company.** |

| Name of entity sharing good practice: **EEIIA (EQUIPO ESPECÍFICO DE INTERVENCIÓN A LA INFANCIA Y A LA ADO-LESCENCIA) SOCIAL CARE (SILLA CITY COUNCIL)** |

| Responsible project partner: **MÓNICA AND BÁRBARA** |

Country: **SPAIN**	Tel: **911212222**

City: **SILLA (VALENCIA)**	PC: **46460**	email address: **seafi@silla.es**

B	TARGET GROUP

Targeted persons	
Number of young people participating	
Age range	

C	SHORT DESCRIPTION OF A GOOD PRACTICE

Work with the family, children and environment.

D	GOOD PRACTICE IS COORDINATED WITH?

D1. INTERNAL COORDINATION

Who have been the agents involved in the development of the program?	
How have the different resources been coordinated to launch the program	

D2. EXTERNAL COORDINATION

With which entities [public, private, other administrations] has coordination been established for the development of the program? What type of coordination has been established?	Entity name	Responsible person's name
What type of coordination has been established?		
How has this coordination been carried out?		

E	OBJECTIVES

- Mediating between the interests and needs of families and children.
- Knowing, guiding and accompanying the family and children to the social resources of the municipality.
- Promoting the integration of the child in the community

F	DEVELOPMENT OF THE GOOD PRACTICE
Family mediation in inter-relational conflicts between the families and the children. We engage and accompany families in the way of life of their children. We know the needs of children and their families; we show them how to make the most of the social resources of the municipality to integrate them better in the community.	

G	INNOVATION AND POSSIBILITY OF TRANSFER		
Does the program represent an innovation in the Municipality?		**Yes**	**No**
Point out the main aspects of innovation			
What does this program provide as good practice to other municipalities?			
What elements of this initiative could be transferable to other contexts?			

H	METHODOLOGY USED	
What methodology is being used?		
Description of the methodology		

I	EVALUATION	
Indicate the evaluation system used		
Indicators used and applied to check the progress in the established objectives		
Results obtained in the evaluation: quantitative and qualitative data		**By means of this practice families reflect, learn about their needs, listen and seek solutions to conflicts. They also ensure that the family and children are functioning normally and inclusively. Finally, the development of children and adolescents within the community is optimised.**

J	HUMAN AND MATERIAL RESOURCES	
Human resources used		**Psychologist, educator, social worker and monitors.**
Material resources used		**Internet**

K	SUSTAINABILITY	
What is the current good practice situation?		**It's stopped because Covid**
Is its continuity planned?		**Brochures, papers and pens.**

A	FACT SHEET

Name of good practice: **Socio-Labor Insertion Day Center "Molí de Magalló"**	
Name of entity sharing good practice: **SOCIAL SERVICES CITY COUNCIL OF SILLA**	
Responsible project partner: **MANUEL GUERRERO RUIZ (EDUCADOR SOCIAL)**	

Country: **SPAIN**	Tel: **647762028**

City: **SILLA (VALENCIA)**	PC: **46460**	email address: **mguerrero@silla.es**

B	TARGET GROUP

Targeted persons	
Number of young people participating	
Age range	

C	SHORT DESCRIPTION OF A GOOD PRACTICE

The Socio-Labor Insertion Day Center is proposed as an alternative to leisure and free time for minors and young people of the population of Silla and more specifically in "Molí de Magalló" neighbourhood.

The activities are planned on the basis of the reality transmitted to us by primary and secondary schools, regardless of the information we receive from minors, whom we have to protect and reinforce. In addition, we also have to take into account the peculiarities of each family, problems of absenteeism at school, conflicts with peers, as well as the backwardness and marginalisation resulting from all of the above.

The activities proposed are related to the promotion of manual skills, which allow them to stand out and feel good despite failing the academic content. Always accompanied by a specialised instructor, they carry out workshops on new technologies, organic gardening, basic mechanics of everyday objects, bicycle making, woodwork, design and creation of simple furniture as well as crafts to be sold at street markets.

Promote positive human contacts with other colleagues and with the environment, contact with families and get to know their needs in order to give them the social care they need: socio-educational support, job searching or occupational training for adults, as well as assisting them in detoxification programmes when necessary.

D	GOOD PRACTICE IS COORDINATED WITH?

D1. INTERNAL COORDINATION

Who have been the agents involved in the development of the program?	**Two educator monitors, a workshop teacher and a social educator**
How have the different resources been coordinated to launch the program	**The Social Educator collects data related to incidents collected from the educational centres themselves as well as from the general and specialized social services.**

D2. EXTERNAL COORDINATION

	Entity name	Responsible person's name
With which entities [public, private, other administrations] has coordination been established for the development of the program? What type of coordination has been established?	**1. Cefoim** **2. Labora** **3. EEIIA**	**1. Maite Alcaraz** **2. Pedro L. Valero** **3. Monica Forner**
What type of coordination has been established?	**Referred people and information on existing resources**	

How has this coordination been carried out?	**Weekly we have conversations and follow-up of cases**

E	OBJECTIVES	97

- Detecting and accompanying minors at risk in the insertion itineraries.
- Provide alternatives for training and free time occupation to the community.
- Care for minors and young people at social risk properly.

F	DEVELOPMENT OF THE GOOD PRACTICE

Minors and young people at risk of social exclusion, establish in the Centre a reference space in terms of having educational and social support in relation to the problems they present.

G	INNOVATION AND POSSIBILITY OF TRANSFER

Does the program represent an innovation in the Municipality?	**X Yes**	**No**

Point out the main aspects of innovation	**1. Home visits, approach to your environment** **2. See future prospects and career guidance** **3. Encourage the relationship with their environment and participate in it**
What does this program provide as good practice to other municipalities?	**Work in the user's environment in this case minors, young people**
What elements of this initiative could be transferable to other contexts?	**We support the rest of the professionals who intervene and especially their family, covering basic needs, preventing possible family and personal breakdown. We also seek the participation of parents in solving problems. Parents School.**

H	METHODOLOGY USED

What methodology is being used?	**We start from the minor's environment, making a proper diagnosis.**
Description of the methodology	**We support the rest of the professionals who intervene and especially their family, covering basic needs, preventing possible family and personal breakdown. We also seek the participation of parents in solving problems. Parents School.**

I	EVALUATION

Indicate the evaluation system used	**Continuous, formative, summative**
Indicators used and applied to check the progress in the established objectives	**Dialogue and communication, Direct or indirect observation, Interviews, Participatory-action-research**
Results obtained in the evaluation: quantitative and qualitative data	**We work with groups of at least 15 children in an environment where young people are integrated and participate in the most normalised way possible. We involve and have young people from all social backgrounds and motivated young people who are established in the activities we offer.**

Improvement proposals		To be able to participate more in normalizing activities, which arise in the community and also outside it, where there is the possibility of exchanging experiences with other similar groups.
J	**HUMAN AND MATERIAL RESOURCES**	
Human resources used		The program currently undergoes different changes and modifications innovating in proposals for future professions based on new technologies, such as the design of video games, game computer equipment, recycling and repairing of obsolete computer equipment, ecological gardens and Urban Gardens. Personal care and promotion of physical activity, sports, recreational education, as healthy alternatives to the consumption of drugs on their free time.
Material resources used		Sports scholarships and memberships to the local sports club, facilitating mobility to access other resources outside the population. In short, be in contact with minors and young people at risk, be a reference for them.
K	**SUSTAINABILITY**	
What is the current good practice situation?		Nowadays we have more resources than in the past, thanks to the financial support received. Thus we have enough educators and workshop teachers specialized in each subject. However, young people are really immersed in new technologies and contacting them is increasingly difficult. So we have to make an effort to reach them with new proposals.
Is its continuity planned?		Every year we ask ourselves the same question. By now we continue to strengthen our resources and make them more adaptable to their needs as we have the material needed.
L	**PUBLICATIONS AND DISSEMINATION MEDIA**	
Detail the means and contents used for the dissemination and execution of the program or performance: guides, manuals, brochures, spaces, content in publications, audio-visual media, networks, etc. directly related to the program presented		To date, an article has been published in the social services magazine on the process of creating the Viver Silla Special Gardening Employment Centre. Conference at the Professional College of Secretaries, Auditors and Treasurers of the Valencian Community, regarding the Itineraries of Social or Labour Insertion of Special Groups. Presentation on primary care in basic general social services, on socio-labour insertion. University of Valencia. Faculty of Education Sciences, Pedagogy and Social Education, conferences organized by the Professional College of Social Educators of the Valencian Community.

A	FACT SHEET

Name of good practice: **Wake Up Service**	99
Name of entity sharing good practice: **SILLA CITY COUNCIL- SOCIAL SERVICES**	
Responsible project partner: **SOCIAL SERVICES (MANUEL GUERRERO RUÍZ)**	

Country: **SPAIN**		Tel: **961212222**
City: **SILLA (VALENCIA)**	PC: **46460**	email address: **benestar@silla.es**

B	TARGET GROUP

Targeted persons	
Number of young people participating	
Age range	

C	SHORT DESCRIPTION OF A GOOD PRACTICE

Gathering and monitoring absentee minors.
Parts of daily absences and home calls, interviews with parents and teachers.
Educational leisure alternatives.

D	GOOD PRACTICE IS COORDINATED WITH?

D1. INTERNAL COORDINATION

Who have been the agents involved in the development of the program?	
How have the different resources been coordinated to launch the program	

D2. EXTERNAL COORDINATION

	Entity name	Responsible person's name
With which entities [public, private, other administrations] has coordination been established for the development of the program? What type of coordination has been established?		
What type of coordination has been established?		

E	OBJECTIVES

- Preventing early school dropout.
- Detecting family abandonment problems.
- Giving educational leisure alternatives.

F	DEVELOPMENT OF THE GOOD PRACTICE

- Detection of students likely to suffer school and family dropout problems, discuss situations of support for families and students
- Phase 1 School intervention (Primary and Secondary), contact families.
- Phase 2 Intervention Social Team with families
- Phase 3 Intervention of the social educator with the absentee families, providing the wake up service
- Phase 4 Local Police Intervention and Municipal School absenteeism Commission.
- Phase 5 Report to Family Prosecutor

G	INNOVATION AND POSSIBILITY OF TRANSFER		
Does the program represent an innovation in the Municipality?		**Yes**	**No**
Point out the main aspects of innovation			
What does this program provide as good practice to other municipalities?			
What elements of this initiative could be transferable to other contexts?			

H	METHODOLOGY USED	
What methodology is being used?		
Description of the methodology		

I	EVALUATION	
Indicate the evaluation system used		
Indicators used and applied to check the progress in the established objectives		
Results obtained in the evaluation: quantitative and qualitative data		**We work with 30 primary and secondary students, with a result of 90% effectiveness. Finally 2 or 3 families ended up in the Prosecutor's Office.**

J	HUMAN AND MATERIAL RESOURCES	
Human resources used		**Wake up program (wake up monitor)** **Day centre, Espai Jove, Municipal Sports Foundation (FDM), Municipal Sports Schools (EDM) and cultural activities.**

A	FACT SHEET

Name of good practice: PROTOCOL AND CONTROL OF THE ABSENTEE STUDENTS

Name of entity sharing good practice: IES MANUEL SANCHIS GUARNER SILLA

Responsible project partner: SOCIAL SERVICES (MANUEL GUERRERO RUÍZ)

Country: **SPAIN**	Tel: **961206160**

City: **SILLA (VALENCIA)**	PC: **46460**	email address: **464007943@edu.gva.es**

B	TARGET GROUP

Targeted persons	
Number of young people participating	
Age range	

C	SHORT DESCRIPTION OF A GOOD PRACTICE

PROTOCOL CARRIED OUT BY THE HEAD OF STUDIES TO CONTROL ABSENTEE STUDENTS

1- Every day at 18.10h, the teachers on duty visit every single classroom and register the absentee students and report the information to the head teacher who phones the absentee student's home to find out why the student is not in class and keeps a record of the cause of the absence.

2. This information is then forwarded to the absentee student's tutor every day. Likewise, this information is also passed on to the person assigned by municipal Social Services, who receives all the information from the school, and then he or she acts as a wake-up person for the students who, on a daily basis, miss the first few hours of class.

D	GOOD PRACTICE IS COORDINATED WITH?

D1. INTERNAL COORDINATION

Who have been the agents involved in the development of the program?	
How have the different resources been coordinated to launch the program	

D2. EXTERNAL COORDINATION

With which entities [public, private, other administrations] has coordination been established for the development of the program? What type of coordination has been established?	Entity name	Responsible person's name
What type of coordination has been established?		
How has this coordination been carried out?		

E	OBJECTIVES

Controlling and eventually preventing absenteeism in young pupils in order to end up with their early dropping out of the Educational Formal System.

F	DEVELOPMENT OF THE GOOD PRACTICE

Every fifteen days an e-mail is sent to the social educator in which he/she can find attached a report on the most significant absentee students (from other courses), so that Social Services can keep a record and, if necessary, the Local Police.

G	INNOVATION AND POSSIBILITY OF TRANSFER		
Does the program represent an innovation in the Municipality?		Yes	No
Point out the main aspects of innovation			
What does this program provide as good practice to other municipalities?			
What elements of this initiative could be transferable to other contexts?			

H	METHODOLOGY USED	
What methodology is being used?		
Description of the methodology		

I	EVALUATION	
Indicate the evaluation system used		
Indicators used and applied to check the progress in the established objectives		
Results obtained in the evaluation: quantitative and qualitative data	**It has reduced absenteeism in our school in the recent years**

J	HUMAN AND MATERIAL RESOURCES	
Human resources used	**Head of studies, group tutor, municipal social services.**

A	FACT SHEET

Name of good practice: **Erasmus partnership+ between VET centers as a very positive way to stop students from dropping out**
Name of entity sharing good practice: **CIPFP LA COSTERA**
Responsible project partner: **Manel Hermoso Carbonell**

Country: **Spain**	Tel: **+34616875994**

City: **Xàtiva**	PC: **46800**	email address: **manelhermoso@gmail.com**

B	TARGET GROUP

Targeted persons	**Formación Profesional Básica Electromechanical maintenance EQF level 2**
Number of young people participating	**4 per country**
Age range	**15-17**

C	SHORT DESCRIPTION OF A GOOD PRACTICE

Vocational training students (EQF 2) carry out a 15-day training experience in another EU country with other students of the same specialty.

The exchange required a long previous work and understanding between the teachers of both Institutions.

The 15 days experiences are carried out at the College workshop.

The students have very low self-confidence and they come from an environment with fewer opportunities.

The students also present a high risk of dropping out.

D	GOOD PRACTICE IS COORDINATED WITH?

D1. INTERNAL COORDINATION

Who have been the agents involved in the development of the program?	**VET centres from EU(CIPFP LA COSTERA/ ALEXE MARIN)**
How have the different resources been coordinated to launch the program	**In the frame of KA 102 Erasmus+ project.**

D2. EXTERNAL COORDINATION (No external coordination has been needed)

With which entities [public, private, other administrations] has coordination been established for the development of the program? What type of coordination has been established?	Entity name	Responsible person's name
	1. 2.	1. 2. 3.
How has this coordination been carried out?		

E	OBJECTIVES

- Improve their confidence.

- Generate an open mind.

- Breaking bad habits that are seen as normal by students.

- Ensuring their professional careers

F	DEVELOPMENT OF THE GOOD PRACTICE

In the first step. The year before the exchange

Teachers work together in a Memorandum of Understanding, the following issues.

Planning month by month the activities to carry out.

Analyse the training program of both studies and compare it in order to establish the tasks that students must develop at the work placement experience.

Teachers in charge of the training at the centre

The best way to facilitate prior contact between the students before doing the exchange.

The person which will take care of the students. Determine the way of doing the supervision.

Cultural or integration activity which will be implemented during the students' stay.

The accommodation and maintenance.

Safety measures, insurance and other legal documents.

In the second step: 9 months before the exchange.

The students from both colleges work together through internet platforms such as Etwinning. They begin to know each other.

In a third step: During the exchange period.

Teachers and students carry out an exchange which allows the development of the project.

At the time of the exchange a cultural immersion is carried out. Students have the opportunity to discover other points of view.

G	INNOVATION AND POSSIBILITY OF TRANSFER		
Does the program represent an innovation in the Municipality?		Yes	No

Point out the main aspects of innovation	**1. Personal, social and learning to learn competence** **2. Enable migrants, refugees, low-skilled students to move in a self-determined manner through their educational and professional careers.** **3. Foster democratic citizenship and European values**
What does this program provide as good practice to other municipalities?	**It's not a program related with the municipality**
What elements of this initiative could be transferable to other contexts?	**Peer to peer cooperation between VET Centres with students EQF level 2**

H	METHODOLOGY USED

What methodology is being used?	**To promote work-based learning**
Description of the methodology	**The basic thing is to work as a team between the teachers involved in order to put together the main training-productive activities which students will carry out.** **The students are divided into teams.** **They are always mixed by gender and nation.** **The proposed activities are real situations based on their curriculum.** **Practical training as the main tool in the learning process.** **However as the students are carrying out the training activities, teachers are also working in reinforcing concepts in a positive way** **Motivating students to make the most of their potential** **Improving their responsibility, self-respect and self-reliance** **Teaching them to negotiate in a positive manner and handle problem resolution activities proactively**

I	EVALUATION

Indicate the evaluation system used	**Every country uses their own assessment document according to the required standard by their local governments.** **Our Institution is using the Official document required by our Valencian Educational Regional Government(Consellería d'Educació) (Document annexe III de FCT).**
Indicators used and applied to check the progress in the established objectives	**Anyway the content of the assessment is a checklist with the main training activities carried out by the students at the work placement.** **The document also contained items related with professional responsibility, showing or adopting a respectful attitude**

Results obtained in the evaluation: quantitative and quali-tative data		**The Training period abroad has full recognition in the student's curriculum and it is also reinforced with the European Official Document Europass.** **Furthermore the participants will fulfil the final report which contains a satisfaction survey.** **The centre is also committed with the quantitative data looking for an increase of this practice exchange by the end of the Erasmus + program in 2027.**
Improvement proposals		**Explore new partners so that we can consolidate our program at the College**
J	**HUMAN AND MATERIAL RESOURCES**	
Human resources used		**European Department.** **Two technical teachers and at least one language teacher per Centre.** **Centre's counsellor.**
Material resources used		**Computers and good internet connection.** **Workshops in both centres.** **Companies which help to develop the project by providing materials and visits to their own companies.** **Capacity to apply for Erasmus KA 102 projects.**
K	**SUSTAINABILITY**	
What is the current good practice situation?		**Due to Covid 19 it is not active at the moment.** **Furthermore our partner has not been funded for carrying out this good practice.**
Is its continuity planned?		**The continuity depends on two main aspects.** **-The number of students registered in the FPB program.** **-To find a reliable partner.**
J	**PUBLICATIONS AND DISSEMINATION MEDIA**	
Detail the means and contents used for the dissemination and execution of the program or performance: guides, manuals, brochures, spaces, content in publications, audio-visual media, networks, etc. directly related to the program presented		**The good practice has internal dissemination through small talks to other students, open doors but also we explain our idea in an external way such as the events where our institution takes part or through the local media(Informador Newpaper/ Cadena ser Xàtiva) and thorough this KA2 project.** **The experiences are also disseminated through our social network as Facebook or Blog.** **We are also committed to use in further implementation the Erasmus Platform Result and Etwinning network**

A	FACT SHEET

Name of good practice: **TUTORSHIP PLAN (PAT)**	**107**
Name of entity sharing good practice: **COLEGIO SAGRADA FAMILIA**	
Responsible project partner: **YEAR MENTOR**	
Country: **SPAIN**	Tel: **961200210**
City: **SILLA (VALENCIA)**	PC: **46460**	email address: **sfamilia@planalfa.es**

B	TARGET GROUP

Targeted persons	
Number of young people participating	
Age range	

C	SHORT DESCRIPTION OF A GOOD PRACTICE

Tutors do a follow up both in educational and social context, which is therefore conveyed to families at informative meetings and appointments.
CPD sessions - peer-to-peer coaching.

D	GOOD PRACTICE IS COORDINATED WITH?

D1. INTERNAL COORDINATION

Who have been the agents involved in the development of the program?	
How have the different resources been coordinated to launch the program	

D2. EXTERNAL COORDINATION

	Entity name	Responsible person's name
With which entities [public, private, other administrations] has coordination been established for the development of the program? What type of coordination has been established?	1. 2. 3.	1. 2. 3.
How has this coordination been carried out?		

D	OBJECTIVES

- Accompanying students and families throughout the learning process.

- Building a feeling of belonging in students and their families.

F	DEVELOPMENT OF THE GOOD PRACTICE		
Tutors are allocated three hours per week for mentorship: family, group assistance.			

G	INNOVATION AND POSSIBILITY OF TRANSFER		
Does the program represent an innovation in the Municipality?		Yes	No
Point out the main aspects of innovation		1. 2. 3.	
What does this program provide as good practice to other municipalities?			
What elements of this initiative could be transferable to other contexts?			

H	METHODOLOGY USED
What methodology is being used?	
Description of the methodology	

I	EVALUATION
Indicate the evaluation system used	
Indicators used and applied to check the progress in the established objectives	
Results obtained in the evaluation: quantitative and qualitative data	**Low school dropout index.**
Improvement proposals	

J	HUMAN AND MATERIAL RESOURCES
Human resources used	**Tutor/Coach**
Material resources used	**Group-class hour slot** **Follow up paper (interpersonal skills, studying techniques, organisational skills, educational coaching)**

K	SUSTAINABILITY
What is the current good practice situation?	
Is its continuity planned?	

J	PUBLICATIONS AND DISSEMINATION MEDIA
Detail the means and contents used for the dissemination and execution of the program or performance: guides, manuals, brochures, spaces, content in publications, audio-visual media, networks, etc. directly related to the program presented	

A	FACT SHEET

Name of good practice: **GYMKHANA/VERTICAL INTERDISCIPLINARY PROJECTS**

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Name of entity sharing good practice: **SAGRADA FAMILIA SCHOOL**

Responsible project partner: **SERGI LLÀCER SANGRÓS**

Country: **SPAIN**	Tel:

City: **SILLA (VALENCIA)**	PC: **46460**	email address: **sfamilia@planalfa.es**

B	TARGET GROUP

Targeted persons	
Number of young people participating	
Age range	

C	SHORT DESCRIPTION OF A GOOD PRACTICE

This project encompasses several curricular disciplines approached from a Gymkhana game. Older students coordinate the younger ones throughout the development of the game. The group of students taking part is diverse and includes children from different year groups.

D	GOOD PRACTICE IS COORDINATED WITH?

D1. INTERNAL COORDINATION

Who have been the agents involved in the development of the program?	
How have the different resources been coordinated to launch the program	

D2. EXTERNAL COORDINATION

	Entity name	Responsible person's name
With which entities [public, private, other administrations] has coordination been established for the development of the program? What type of coordination has been established?	1. 2. 3.	1. 2. 3.
How has this coordination been carried out?		

E	OBJECTIVES

- Creating a self-confidence atmosphere (peer-to-peer).

- Fostering welcoming, raise awareness and feeling of belonging.

F	DEVELOPMENT OF THE GOOD PRACTICE

- Year groups are made up of students from 5th Grade of Primary to 2nd Grade of Secondary (9-14 year-olds).
- Several tests are carried out encompassing different disciplines.
- Secondary students in 3rd Grade coordinate the groups and teachers control the game.

G	INNOVATION AND POSSIBILITY OF TRANSFER		
Does the program represent an innovation in the Municipality?		Yes	No
Point out the main aspects of innovation		1. 2. 3.	
What does this program provide as good practice to other municipalities?			
What elements of this initiative could be transferable to other contexts?			

H	METHODOLOGY USED
What methodology is being used?	
Description of the methodology	

I	EVALUATION
Indicate the evaluation system used	
Indicators used and applied to check the progress in the established objectives	
Results obtained in the evaluation: quantitative and qualitative data	**Since these interdisciplinary projects have been implemented, we apply the curricular content and the learning strategies, and transition from stages improves too.**
Improvement proposals	

J	HUMAN AND MATERIAL RESOURCES
Human resources used	**3rd Grade Secondary Education students and teachers.** **Playing students.**
Material resources used	**Explanation / out line project. Test materials.**

K	SUSTAINABILITY
What is the current good practice situation?	
Is its continuity planned?	

L	PUBLICATIONS AND DISSEMINATION MEDIA
Detail the means and contents used for the dissemination and execution of the program or performance: guides, manuals, brochures, spaces, content in publications, audio-visual media, networks, etc. directly related to the program presented	

A	FACT SHEET

Name of good practice: INCLUSION

Name of entity sharing good practice: COLEGIO SAGRADA FAMILIA

Responsible project partner: CONXA CASTELLS

Country: **SPAIN**	Tel:

City: **SILLA (VALENCIA)**	PC: **46460**	email address: **sfamilia@planalfa.es**

B	TARGET GROUP

Targeted persons	
Number of young people participating	
Age range	

C	SHORT DESCRIPTION OF A GOOD PRACTICE

In order to carry out an inclusive practice, there is an assistant teacher allocated in the classroom in order to core subjects with the purpose of reinforcing the contents instead of reducing the ratio per classroom by dividing students into two subgroups.

D	GOOD PRACTICE IS COORDINATED WITH?

D1. INTERNAL COORDINATION

Who have been the agents involved in the development of the program?	
How have the different resources been coordinated to launch the program	

D2. EXTERNAL COORDINATION

	Entity name	Responsible person's name
With which entities [public, private, other administrations] has coordination been established for the development of the program? What type of coordination has been established?	1. 2. 3.	1. 2. 3.
How has this coordination been carried out?		

E	OBJECTIVES

· No student should fall '*invisible*' throughout their learning process.

F	DEVELOPMENT OF THE GOOD PRACTICE

- During the core subjects -Spanish language and literature, Valencian and Mathematics, two sessions every week are used to reinforce the learning process with the help of two teachers assisting the students.

G	INNOVATION AND POSSIBILITY OF TRANSFER		
Does the program represent an innovation in the Municipality?		Yes	No
Point out the main aspects of innovation	1. 2. 3.		
What does this program provide as good practice to other municipalities?			
What elements of this initiative could be transferable to other contexts?			

H	METHODOLOGY USED
What methodology is being used?	
Description of the methodology	

I	EVALUATION
Indicate the evaluation system used	
Indicators used and applied to check the progress in the established objectives	
Results obtained in the evaluation: quantitative and qualitative data	**Students with learning difficulties/impediments are assisted and supported to obtain better academic results.**
Improvement proposals	

J	HUMAN AND MATERIAL RESOURCES
Human resources used	**Timetable slots management in order to optimise human resources.**
Material resources used	

K	SUSTAINABILITY
What is the current good practice situation?	
Is its continuity planned?	

L	PUBLICATIONS AND DISSEMINATION MEDIA
Detail the means and contents used for the dissemination and execution of the program or performance: guides, manuals, brochures, spaces, content in publications, audio-visual media, networks, etc. directly related to the program presented	

A	FACT SHEET

Name of good practice: **INCLUSIVE PLAYGROUND**	
Name of entity sharing good practice: **COLEGIO SAGRADA FAMILIA**	
Responsible project partner: **LUIS MIGUEL MORANT ZARAGOZÁ**	

Country: **SPAIN**		Tel: **961200210**
City: **SILLA (VALENCIA)**	PC: **46460**	email address: **sfamilia@planalfa.es**

B	TARGET GROUP

Targeted persons	
Number of young people participating	
Age range	

C	SHORT DESCRIPTION OF A GOOD PRACTICE

The Primary School playground is divided into seven zones where different games have been allocated, such as board games, drama, chess, popular games and inclusive sport (blind/deaf), the latter taking place in the sports hall. Each year, a game zone is allocated every day; however, even though playing those games is not compulsory, students must respect that zone.

6th Grade Primary students are the coordinators entitled to hand the material out; 4th Grade Secondary students are mediators- they help to solve conflicts during break time.

D	GOOD PRACTICE IS COORDINATED WITH?

D1. INTERNAL COORDINATION

Who have been the agents involved in the development of the program?	
How have the different resources been coordinated to launch the program	

D2. EXTERNAL COORDINATION

	Entity name	Responsible person's name
With which entities [public, private, other administrations] has coordination been established for the development of the program? What type of coordination has been established?	1. 2. 3.	1. 2. 3.
How has this coordination been carried out?		

D	OBJECTIVES

- Avoiding centralized and exclusive playground.
- Fostering cooperative games, inclusion and coexistence amongst students.

F	DEVELOPMENT OF THE GOOD PRACTICE

- When the playground bell rings, three responsible children from each class go to the material zone, where 6th Grade Primary coordinators await to hand out the material and fill out a form.
- Children go to their allocated playing zone.
- Teachers are distributed along these zones to control the practice.
- If a problem arises, children will go to the mediating table, where 4th Grade of Secondary Education students will be available to help.

G	INNOVATION AND POSSIBILITY OF TRANSFER		
Does the program represent an innovation in the Municipality?		Yes	No
Point out the main aspects of innovation	1. 2. 3.		
What does this program provide as good practice to other municipalities?			
What elements of this initiative could be transferable to other contexts?			

H	METHODOLOGY USED	
What methodology is being used?		
Description of the methodology		

I	EVALUATION	
Indicate the evaluation system used		
Indicators used and applied to check the progress in the established objectives		
Results obtained in the evaluation: quantitative and qualitative data	**First year implementing this practice: we have observed that the number of students participating in the games has increased.**	
Improvement proposals		

J	HUMAN AND MATERIAL RESOURCES	
Human resources used	**Teachers, coordinators, mediators.**	
Material resources used	**Sports equipment, picnic tables, board games, fancy dresses; mediators' vests, coordinators armbands.**	

K	SUSTAINABILITY	
What is the current good practice situation?		
Is its continuity planned?		

J	PUBLICATIONS AND DISSEMINATION MEDIA	
Detail the means and contents used for the dissemination and execution of the program or performance: guides, manuals, brochures, spaces, content in publications, audio-visual media, networks, etc. directly related to the program presented		

A	FACT SHEET

Name of good practice: **INNOVATION**	
Name of entity sharing good practice: **COLEGIO SAGRADA FAMILIA**	
Responsible project partner: **INNOVATION TEAM-MIRIAM ROA**	

Country: **SPAIN**	Tel: **961200210**

City: **SILLA (VALENCIA)**	PC: **46460**	email address: **sfamilia@planalfa.es**

B	TARGET GROUP

Targeted persons	
Number of young people participating	
Age range	

C	SHORT DESCRIPTION OF A GOOD PRACTICE

During the lessons, teachers implement several methodologies- visual, creative, logical-mathematical, audio-lingual, etc. - within the curriculum, in order to reach the multiple intelligences in the classroom. The school has an innovation team that continues their training and advices the staff with CPD coaching-sessions peer-to-peer for a period of three years.

D	GOOD PRACTICE IS COORDINATED WITH?

D1. INTERNAL COORDINATION

Who have been the agents involved in the development of the program?	
How have the different resources been coordinated to launch the program	

D2. EXTERNAL COORDINATION

	Entity name	Responsible person's name
With which entities [public, private, other administrations] has coordination been established for the development of the program? What type of coordination has been established?	1. 2. 3.	1. 2. 3.
How has this coordination been carried out?		

E	OBJECTIVES

 Reaching mixed-ability classes in order for them to acquire competences and to discover their best learning process.

Educative coaching- students development and prevention of school dropouts.

F	DEVELOPMENT OF THE GOOD PRACTICE
Each teacher varies learning and teaching methodologies to foster students' skills.	

G	INNOVATION AND POSSIBILITY OF TRANSFER		
Does the program represent an innovation in the Municipality?		Yes	No
Point out the main aspects of innovation	1. 2. 3.		
What does this program provide as good practice to other municipalities?			
What elements of this initiative could be transferable to other contexts?			

H	METHODOLOGY USED
What methodology is being used?	
Description of the methodology	

I	EVALUATION
Indicate the evaluation system used	
Indicators used and applied to check the progress in the established objectives	
Results obtained in the evaluation: quantitative and qualitative data	**Since we started implementing this innovative practice in the classroom, the number of students who fail exams has decreased.**
Improvement proposals	

J	HUMAN AND MATERIAL RESOURCES
Human resources used	**Innovation team and staff/teachers.**
Material resources used	**Curriculum resources.**

K	SUSTAINABILITY
What is the current good practice situation?	
Is its continuity planned?	

L	PUBLICATIONS AND DISSEMINATION MEDIA
Detail the means and contents used for the dissemination and execution of the program or performance: guides, manuals, brochures, spaces, content in publications, audio-visual media, networks, etc. directly related to the program presented	

A	FACT SHEET

Name of good practice: MEDIATION

Name of entity sharing good practice: COLEGIO SAGRADA FAMILIA

Responsible project partner: MEDIATION TEAM-COACHING DEPARTMENT

Country: **SPAIN**			Tel: **961200210**
City: **SILLA (VALENCIA)**	PC: **46460**	email address: **sfamilia@planalfa.es**	

B	TARGET GROUP

Targeted persons	
Number of young people participating	
Age range	

C	SHORT DESCRIPTION OF A GOOD PRACTICE

At school, a mediation corner has been prepared in order to solve/deal with problems amongst students. This is called 'The mouth and ear corner'.

D	GOOD PRACTICE IS COORDINATED WITH?

D1. INTERNAL COORDINATION

Who have been the agents involved in the development of the program?	
How have the different resources been coordinated to launch the program	

D2. EXTERNAL COORDINATION

	Entity name	Responsible person's name
With which entities [public, private, other administrations] has coordination been established for the development of the program? What type of coordination has been established?	1. 2. 3.	1. 2. 3.
How has this coordination been carried out?		

E	OBJECTIVES

Learning to deal with conflict (peer-to-peer).
Discovering a compromising way to respect their peers.
Understanding the meaning of values, such as empathy and tolerance.

F	DEVELOPMENT OF THE GOOD PRACTICE

When a conflict arises in the playground, the students involved must go to the mediation corner with the mediator. Turns of speech are established by using a sand clock and two symbols: the mouth –for the student who speaks–and the ear–for the student who listens. The aim is to reach an agreement.

G	INNOVATION AND POSSIBILITY OF TRANSFER		
Does the program represent an innovation in the Municipality?		Yes	No
Point out the main aspects of innovation	1. 2. 3.		
What does this program provide as good practice to other municipalities?			
What elements of this initiative could be transferable to other contexts?			

H	METHODOLOGY USED
What methodology is being used?	
Description of the methodology	

I	EVALUATION
Indicate the evaluation system used	
Indicators used and applied to check the progress in the established objectives	
Results obtained in the evaluation: quantitative and quali-tative data	**Indicators are yet to be assessed when we collect enough data to observe/analyse outcomes. However, students who have correctly used the mediation corner appear to be willing to reach an agreement and commitment with fair coexistence rather than applying the metaplan sanction. This appears to be really gratifying so far as it is the main goal of this practice.**
Improvement proposals	

J	HUMAN AND MATERIAL RESOURCES
Human resources used	**Mediator/Students**
Material resources used	**Four armchairs, one table, one sand lock, one agreement grid, a book to register conflict. PBT book, cardboard, plastic stick.**

K	SUSTAINABILITY
What is the current good practice situation?	
Is its continuity planned?	

L	PUBLICATIONS AND DISSEMINATION MEDIA
Detail the means and contents used for the dissemination and execution of the program or performance: guides, manuals, brochures, spaces, content in publications, audio-visual media, networks, etc. directly related to the program presented	

A	FACT SHEET

Name of good practice: **METAPLAN**	119
Name of entity sharing good practice: **COLEGIO SAGRADA FAMILIA**	
Responsible project partner: **ENCARNA RÍOS ZARAGOZÁ**	
Country: **SPAIN**	Tel: **961200210**
City: **SILLA (VALENCIA)** · PC: **46460**	email address: **sfamilia@planalfa.es**

B	TARGET GROUP

Targeted persons	
Number of young people participating	
Age range	

C	SHORT DESCRIPTION OF A GOOD PRACTICE

Each class elaborates a good practice protocol, 'Protocolo del Buen Trato' (PBT), in which students reflect upon annoying behaviour that may hinder school coexistence, in conjunction with a welcoming atmosphere. Students propose corrective measures, namely a sanction or a course of action.

D	GOOD PRACTICE IS COORDINATED WITH?

D1. INTERNAL COORDINATION

Who have been the agents involved in the development of the program?	
How have the different resources been coordinated to launch the program	

D2. EXTERNAL COORDINATION

	Entity name	Responsible person's name
With which entities [public, private, other administrations] has coordination been established for the development of the program? What type of coordination has been established?	1. 2. 3.	1. 2. 3.
How has this coordination been carried out?		

E	OBJECTIVES

Creating a safe, welcoming and inclusive atmosphere at school.

F	DEVELOPMENT OF THE GOOD PRACTICE

- Elaboration: Brainstorm annoying behaviour in class; vote for corrective measures or sanctions in case of breaking the above mentioned planned steps of action. The metaplan is developed. In case of unfavourable behaviour, students will comply with PBT.
- Sign metaplan: students, teachers, management.

G	INNOVATION AND POSSIBILITY OF TRANSFER		
Does the program represent an innovation in the Municipality?		Yes	No
Point out the main aspects of innovation	1. 2. 3.		
What does this program provide as good practice to other municipalities?			
What elements of this initiative could be transferable to other contexts?			

H	METHODOLOGY USED
What methodology is being used?	
Description of the methodology	

I	EVALUATION
Indicate the evaluation system used	
Indicators used and applied to check the progress in the established objectives	
Results obtained in the evaluation: quantitative and qualitative data	**First year implementing this practice. We still can't measure the quality of the results fully. However, the number of discipline reports/incidences has decreased considerably, as well as the number of coexistence comissions.**
Improvement proposals	

J	HUMAN AND MATERIAL RESOURCES
Human resources used	**Students and tutor.**
Material resources used	**Colourful papers/cardboard (green, yellow, orange), glue stick, green stickers, black permanent marker, white and brown paper.**

K	SUSTAINABILITY
What is the current good practice situation?	
Is its continuity planned?	

L	PUBLICATIONS AND DISSEMINATION MEDIA
Detail the means and contents used for the dissemination and execution of the program or performance: guides, manuals, brochures, spaces, content in publications, audio-visual media, networks, etc. directly related to the program presented	

A	FACT SHEET

Name of good practice: READING PLAN

Name of entity sharing good practice: COLEGIO SAGRADA FAMILIA

Responsible project partner: Mª CARMEN CHANZÁ LUZ

Country: **SPAIN**		Tel: **961200210**
City: **SILLA (VALENCIA)**	PC: **46460**	email address: **sfamilia@planalfa.es**

B	TARGET GROUP

Targeted persons	
Number of young people participating	
Age range	

C	SHORT DESCRIPTION OF A GOOD PRACTICE

During a school term, ten minutes are devoted to reading daily. The reading plan is aimed to students aged from 5 to 16. From pre-school to 5th Primary, they are readers; from 6th Primary to 4th Secondary, they are mentors. Each mentor is assigned one or two readers who will always work together.

D	GOOD PRACTICE IS COORDINATED WITH?

D1. INTERNAL COORDINATION

Who have been the agents involved in the development of the program?	
How have the different resources been coordinated to launch the program	

D2. EXTERNAL COORDINATION

	Entity name	Responsible person's name
With which entities [public, private, other administrations] has coordination been established for the development of the program? What type of coordination has been established?	1. 2. 3.	1. 2. 3.
How has this coordination been carried out?		

E	OBJECTIVES

- Improving the reading competence.
- Accompanying throughout the reading process (peer-to-peer)
- Fostering peer-based relationships in order to favour self-confidence.

F	DEVELOPMENT OF THE GOOD PRACTICE

- Each student (mentor and reader), classroom and responsible teachers have been previously allocated.
- At 10:30, the bell rings and 523 students, as well as 41 teachers, go to their allocated places. Afterwards, at 10:40, the bell rings again and students go to the playground for break time.

G	INNOVATION AND POSSIBILITY OF TRANSFER		
Does the program represent an innovation in the Municipality?		Yes	No
Point out the main aspects of innovation		1. 2. 3.	
What does this program provide as good practice to other municipalities?			
What elements of this initiative could be transferable to other contexts?			

H	METHODOLOGY USED	
What methodology is being used?		
Description of the methodology		

I	EVALUATION	
Indicate the evaluation system used		
Indicators used and applied to check the progress in the established objectives		
Results obtained in the evaluation: quantitative and qualitative data		**Prior to carrying out the project, we measured the students' reading speed. We also considered the frequency they read at home.** **When the term ends, we will reassess those indicators in order to obtain results (4th March 2020).**
Improvement proposals		

J	HUMAN AND MATERIAL RESOURCES	
Human resources used		**Readers, mentors, teachers.**
Material resources used		**Year reading book (Spanish or Valencian)**

K	SUSTAINABILITY	
What is the current good practice situation?		
Is its continuity planned?		

L	PUBLICATIONS AND DISSEMINATION MEDIA	
Detail the means and contents used for the dissemination and execution of the program or performance: guides, manuals, brochures, spaces, content in publications, audio-visual media, networks, etc. directly related to the program presented		

A	FACT SHEET

Name of good practice: **GIR 'Group Equality of Ribera'.**	
Name of entity sharing good practice: **IES Josep Ribera**	
Responsible project partner: **Director of studies**	

Country: **Spain**		Tel: **962249075**
City: **Xàtiva**	PC: **46800**	email address:

B	TARGET GROUP	
Targeted persons		
Number of young people participating		
Age range		

C	SHORT DESCRIPTION OF A GOOD PRACTICE

Promoting integration of newly arrived migrants and students in general to help the equity, diversity and inclusion in High School. We teach how to develop, testing and implementation of innovative activities to favor a positive behavior.

D	GOOD PRACTICE IS COORDINATED WITH?

D1. INTERNAL COORDINATION

Who have been the agents involved in the development of the program?	
How have the different resources been coordinated to launch the program	

D2. EXTERNAL COORDINATION

E	OBJECTIVES

 Preventing students violent behavior.
Integration measures.
Prioritizing students with high risk of social exclusion.

F	DEVELOPMENT OF THE GOOD PRACTICE

Outside playing activities during time break.
Training courses for intervention students.
Films against homophobic behaviors.

G	INNOVATION AND POSSIBILITY OF TRANSFER		
Does the program represent an innovation in the Municipality?		Yes	No
Point out the main aspects of innovation			
What does this program provide as good practice to other municipalities?			
What elements of this initiative could be transferable to other contexts?			

H	METHODOLOGY USED	
What methodology is being used?		
Description of the methodology		

I	EVALUATION	
Indicate the evaluation system used		
Indicators used and applied to check the progress in the established objectives		
Results obtained in the evaluation: quantitative and qualitative data	**High level of inclusion from students with high emotional and psychological necessities and disabilities.**	
Improvement proposals		

J	HUMAN AND MATERIAL RESOURCES	
Human resources used	**Teachers and students**	
Material resources used	**New technologies and traditional games.**	

A	FACT SHEET

Name of good practice: **Pluscoach**	
Name of entity sharing good practice: **Plusgroep**	
Responsible project partner: **Inge Roelofs-Langeveld**	

Country: **The Netherlands**		Tel: **06 41031258**
City: **Leiden**	PC:	email address: **inge@plusgroep.org**

B	TARGET GROUP

Targeted persons	**Plus coaching is an offer for young vulnerable students between 12 and 23 years old living in the area South Holland North, Haaglanden and Westland. They are attending secondary or secondary vocational school.**
Number of young people participating	**Our target is to help 229 students each year in the area South Holland North and in the Hague area 239 students.**
Age range	**Students between 12 and 23 years old**

C	SHORT DESCRIPTION OF A GOOD PRACTICE

Coaching by a professional

Plus coaching is an offer for young vulnerable students between 12 and 23 years old living in the area South Holland North, Haaglanden and Westland. They are attending secondary or secondary vocational school. Plus coaching is used to help students achieve their basic qualification. It is a form of support for young people with multiple problems: A combination of different types of problem behaviour or problems in multiple areas of life.

 This can be for example: Family problems, learning problems, behavioural problems, addiction problems, delinquency or psychological problems. It is important that the young person has the capacity to achieve a basic qualification.

Plus coaching is carried out by various professional (healthcare) organizations. These form a network with the objective: "Wrap around care". The organizations are all known in the region and in education and guide the youth through where necessary. The coaches of the organizations are periodically trained in system-oriented work and solution-oriented methodology.

A process of Plus Coaching consists of three phases: Laying a foundation, working on change and then maintaining the achieved changes. A Plus coaching process takes on average 4 to 6 months, depending on the severity of the problem. To stay within the period it is important to set priorities and goals. This is useful, because if the coaching continues, the sense of necessity to change is lost. Two to three sessions are held each week, which usually last between 30 and 90 minutes, depending on the composition (participants), the agenda and the available time.

Applicant information
Coaching by a professional is intended for young people in which the school does not have the expertise or the ability to guide a young person internally or to refer them to the regular help offer. The school care coordinator can sign up/register the student at www.plusgroep.org. The registration arrives at which the coordinators screen whether there is a risk of dropping out of school, what the objectives are and what consideration has been taken to engage Pluscoach (with regard to support from regular help).
If the registration is sufficient, the young person will be matched to an organization that has expertise, appropriate to the goals, living situation, and problems. This way the young person receives the most expert help. Once the organization has received the application, they match with an available coach. He / she contacts the applicant for planning an introductory meeting.
The Plus coach has an average of 21 contact hours to chart what the problem is, to coach himself or to lead him to suitable help and to coordinate the process.

D	GOOD PRACTICE IS COORDINATED WITH?

D1. INTERNAL COORDINATION

Who have been the agents involved in the development of the program?	Project Leader and coordinators of Plusgroep
How have the different resources been coordinated to launch the program	Project Leader and coordinators of Plusgroep

D2. EXTERNAL COORDINATION

F	DEVELOPMENT OF THE GOOD PRACTICE

Pluscoach started 10 years ago as a regional measure to prevent early school leaving. We now work together with 230 different courses in the South Holland North and Haaglanden region. We work together with 18 different professional organisations which have professional coaches available for us.

G	INNOVATION AND POSSIBILITY OF TRANSFER		
Does the program represent an innovation in the Municipality?		Yes	No
Point out the main aspects of innovation		**1. Linked to a coach within 5 days, no waiting list** **2. The student may indicate his / her preference which coach he / she wants, for example male or female, young / average, etc.**	
What does this program provide as good practice to other municipalities?		**No waiting list for professional assistance**	
What elements of this initiative could be transferable to other contexts?		**The whole concept is transferable**	

H	METHODOLOGY USED
What methodology is being used?	**Solution-oriented methodology**
Description of the methodology	**The goal of Solution Focus is to enable young people to solve their problems independently or together with people from their environment. The coach engages in a methodical and structured way with the young person. We try to increase the young person's own problem-solving capacity.**

I	EVALUATION
Indicate the evaluation system used	**In the registration system of the Plus group we can keep track of how many young people are linked to a coach and to what extent the young person is still on the way to a diploma.**
Indicators used and applied to check the progress in the established objectives	**We are committed to preventing early school leaving and call the approach successful when 90% of young people successfully complete the form of aid by obtaining a basic qualification / continuing school.**
Results obtained in the evaluation: quantitative and qualitative data	**In 2019 500 students were matched to a professional coach. Because of that 97% of those students were prevented from school failure. / Relieving care coordinators at school**

Improvement proposals	
J **HUMAN AND MATERIAL RESOURCES**	**127**
Human resources used	**In addition to a project manager and a project assistant, there are 2 coordinators per region associated with Plus-coach. They have overall consultations with the collaborating parties (municipalities, schools, care institutions).**
Material resources used	**Group-class hour slot. Plusgroep uses the registration system for reports on the number of processes, effectiveness of processes, linking speed, etc.** **The professional coach is hired by Plusgroep, but remains employed by its own organization. Plusgroep offers all professional coaches a basic training, so that they use the same method in coaching and administration.** **In addition, one of the coordinators of Plusgroep is the point of contact for the professional coach. The registration from school is linked to the account of the professional coach.** **The Plus group has supplied promotional material such as leaflets, banners, flyers,, pens etc. to increase the visibility of Plusgroep**
K **SUSTAINABILITY**	
What is the current good practice situation?	**Pluscoach is a measure paid by the Ministry of Education, Culture and Science for a period of 4 years. The current measure will last until December 2020. The Plus group will again participate in this measure for the next 4 years.**
Is its continuity planned?	**Yes**
J **PUBLICATIONS AND DISSEMINATION MEDIA**	
Detail the means and contents used for the dissemination and execution of the program or performance: guides, manuals, brochures, spaces, content in publications, audio-visual media, networks, etc. directly related to the program presented	**www.plusgroep.org** **https://www.youtube.com/channel/UC3OPAhkNqa-v9t0RbAf9a6cQ** **https://www.schoolformaat.nl/pagina/pluscoach** **https://www.cardea.nl/ons-aanbod/onderwijs-zorg-12/pluscoaching** **https://vsvnee.nl/maatregelen/1**

A	FACT SHEET
Name of good practice: **Pluscoach**	
Name of entity sharing good practice: **Plusgroep**	
Responsible project partner: **Inge Roelofs-Langeveld**	

Country: **The Netherlands**		Tel: **06 41031258**
City: **Leiden**	PC:	email address: **inge@plusgroep.org**

B	TARGET GROUP

Targeted persons	Coaching by a volunteer is an offer for young vulnerable students between 12 and 23 years old living in the area South Holland North, The Hague area. They are attending secondary or secondary vocational school.
Number of young people participating	Our target is to help 45 students each year in the area South Holland North and in the Hague area 140 students.
Age range	Students between 12 and 23 years old

C	SHORT DESCRIPTION OF A GOOD PRACTICE

Coaching by a volunteer

Plusmaatje is a volunteer project with the aim of preventing school-going absenteeism among students between 12 and 23 years old in Secondary and Secondary Vocational Education. For various reasons, these students can use temporary support. This concerns a slight request for help, which does not yet involve regular help. You can think of fear of failure, difficulty with planning, ADHD, low self-confidence, difficult home situation etc.

Through individual peer-to-peer guidance from a voluntary coach, the student receives personal attention and together they try to find a solution for the student's request for help.

The coach is a volunteer who is trained, supervised and coached by a coordinator from Plusgroep. This can be any person (student, manager, retired person etc.) above 18 years old who wants to be socially involved.

Before the voluntary coach starts:

- a meeting with the coordinator of Plusgroep has taken place

- a certificate of good conduct has issued.

- a basic training (adolescent brain, solution-oriented methodology, explanation of registration system) has followed.

During the process:

- the voluntary coach is supervised by the Plusgroep coordinator

- the volunteer coach is offered theme meetings and workshops on, for example, game addiction, divorce, alcohol and drug abuse, sexuality, etc.

- the voluntary coach and his student keep in touch with the school care coordinator.

Registration

The school care coordinator can apply for individual counselling. The coordinator of Plusgroep screens the application and looks for a suitable candidate. The process is structured in three phases: introduction, interim evaluation and final evaluation.

A voluntary coach can be involved for an entire school year, depending on the young person's request for help. It is important that all parties are aware of the reason for registering at the start of the process. And that the goals that will be worked on in the near future are clear.

Please note: a voluntary coach is not a social worker, not a teacher, but a volunteer or trainee who can easily support a young person with simple help requests, such as planning and organizing, expanding the network, looking for an internship, etc.

D	GOOD PRACTICE IS COORDINATED WITH?

D1. INTERNAL COORDINATION

Who have been the agents involved in the development of the program?	Project Leader and coordinators of Plusgroep
How have the different resources been coordinated to launch the program	Project Leader and coordinators of Plusgroep

D2. EXTERNAL COORDINATION

With which entities [public, private, other administrations] has coordination been established for the development of the program? What type of coordination has been established?	Entity name	Responsible person's name
	1. Regional Reporting and Coordination Function (RMC) ministry of education, culture and science **2. MBO Rijnland (Leiden)** **3. ROC Mondriaan** **4. Secunday schools in The Hague and Leiden area.**	1. 2. 3.
How has this coordination been carried out?		

E	OBJECTIVES

- Preventing early school leaving for students in the aged between 12 and 23 years old from secondary education.

- 60% achieve a start qualification

- Early, outreaching work and good identification (precautionary measure)

- Accessible

- Effective and efficient

F	DEVELOPMENT OF THE GOOD PRACTICE

From Pluscoach (professional coaching) Plusmaatje was created by guiding a young person early if you want to prevent worse in time. Three years after Pluscoach we started with Plusmaatje. This has since grown into a flex pool of more than 200 volunteers / trainees. And in 2019 we were able to guide over 210 students.

G	INNOVATION AND POSSIBILITY OF TRANSFER		
Does the program represent an innovation in the Municipality?		~~Yes~~	No
Point out the main aspects of innovation		**1. Social participation of involved volunteers** **2. The student may indicate his / her preference which coach he / she wants, for example male or female, young / average, etc.** **3.**	
What does this program provide as good practice to other municipalities?		**Social participation**	
What elements of this initiative could be transferable to other contexts?		**The whole concept is transferable**	

H	METHODOLOGY USED	
What methodology is being used?		**Solution-oriented methodology**
Description of the methodology		**The goal of Solution Focus is to enable young people to solve their problems independently or together with people from their environment. The coach engages in a methodical and structured way with the young person. We try to increase the young person's own problem-solving capacity.**

I	EVALUATION	
Indicate the evaluation system used		**In the registration system of the Plus group we can keep track of how many young people are linked to a coach and to what extent the young person is still on the way to a diploma.**
Indicators used and applied to check the progress in the established objectives		**We are committed to preventing early school leaving and call the approach successful when 90% of young people successfully complete the form of aid by obtaining a basic qualification / continuing school.**
Results obtained in the evaluation: quantitative and qualitative data		**90% off students who had a individual coach achieved their diploma (start qualification).** **76% of the students was satisfied with their coach.**
Improvement proposals		

J	HUMAN AND MATERIAL RESOURCES	
Human resources used		**In 2020 we have three part-time coordinators who support the project and the project leader is mainly in contact with stakeholders.**

Material resources used	**Schools and volunteers can register via the website. The registration of the young person is linked to the volunteer's account. In this system the volunteer can make a plan and keep track of contact moments.** **Through our website we inform our volunteers with a toolkit, newsletter, interesting links etc.** **Plusgroep uses this system for reports on the number of processes, effectiveness of processes, speed of linking...**
K	**SUSTAINABILITY**
What is the current good practice situation?	**Plusmaatje is a measure paid by the Ministry of Education, Culture and Science for a period of 4 years. The current measure will last until December 2020. The Plus group will again participate in this measure for the next 4 years.**
Is its continuity planned?	**Yes**
J	**PUBLICATIONS AND DISSEMINATION MEDIA**
Detail the means and contents used for the dissemination and execution of the program or performance: guides, manuals, brochures, spaces, content in publications, audio-visual media, networks, etc. directly related to the program presented	**www.plusgroep.org** **https://www.instagram.com/p/BqZrB8IjJkW/** **https://www.youtube.com/channel/UC3OPAhkNqa-v9t0RbAf9a6cQ** **https://vsvnee.nl/maatregelen/1** **https://www.researchgate.net/publication/335951359_The_u-can-act_Platform_A_Tool_to_Study_Intra-individual_Processes_of_Early_School_Leaving_and_Its_Prevention_Using_Multiple_Informants**

A	FACT SHEET

Name of good practice: **Plusstudent**

Name of entity sharing good practice: **Plusgroep**

Responsible project partner: **Inge Roelofs-Langeveld**

Country: **The Netherlands**	Tel: **06 41031258**

City: **Leiden**	PC:	email address: **inge@plusgroep.org**

B	TARGET GROUP

Targeted persons	**Target group are pupils between 12 and 27 years of age in secondary vocational education.**
Number of young people participating	**Out target is to help 60 students each year**
Age range	**Students between 12 an 27 years old**

C	SHORT DESCRIPTION OF A GOOD PRACTICE

Plusstudent is a project that offers support to vulnerable young people to prevent early school leaving. These students are not always known to the care coordinator of the school.

To make access to care as accessible as possible, we work with peer-to-peer guidance. The Plus students are present at school, speak with students and care coordinators. They are visible through black hoodies and have a permanent place at school. Young people with questions about applying for housing, finances, problems at school or at home can approach the student coaches themselves.

The student coach is a 3rd or 4th year student (Higher Vocational Education Social Work, Pedagogy, Applied Psychology) who independently supervise young people at school. As a team of around 6 student coaches, they ensure visibility at school, the registration and supervision of young people and coordination with care coordinators. In addition, they give master classes on, for example, sexuality, planning & organizing schoolwork etc.

The Plusgroep coordinator is responsible for the recruitment, selection, training, group supervision and individual supervision of Plus students.

A student can register by entering a Plusstudent location, a care coordinator who refers a student or by registering a teacher. Depending on the young persons request for help, the young person can be guided as long as needed

D	GOOD PRACTICE IS COORDINATED WITH?

D1. INTERNAL COORDINATION

Who have been the agents involved in the development of the program?	**Project Leader and coordinators of Plusgroep**
How have the different resources been coordinated to launch the program	**Project Leader and coordinators of Plusgroep**

D2. EXTERNAL COORDINATION		

	Entity name	Responsible person's name
With which entities [public, private, other administrations] has coordination been established for the development of the program? What type of coordination has been established?	**1. Oranjefonds** **2. MBO Rijnland (Leiden)** **3. ROC Mondriaan (The Hague)**	1. 2. 3.
How has this coordination been carried out?		

E	OBJECTIVES

- -Preventing early school leaving for students aged between12 until 27 years old from secondary

- (vocational) education.

- - Supervision of 60 students during a period of 6 months

- - Early, outreaching work and good identification (precautionary measure)

- - Very accessible

- - Peer-to-Peer coaching

- - Effective and efficient

- - Learning organization

F	DEVELOPMENT OF THE GOOD PRACTICE

In September 2018 we started with 10 Plus students in two different cities. The objective of guiding 40 students was soon achieved. We have now hired 60 students to supervise young people at 8 different locations in the coming six months. Our objective 2020/2021 is to guide 120 young people a year in the South Holland North regions and The Hague area.

G	INNOVATION AND POSSIBILITY OF TRANSFER		
Does the program represent an innovation in the Municipality?		~~Yes~~	No
Point out the main aspects of innovation		**1. The coaches are visible and located at school** **2. Students can ask for help themselves instead of asking a care coordinator at school** **3. A team of students has to work very independent**	
What does this program provide as good practice to other municipalities?		**It's an example of peer-to-peer coaching that really works**	
What elements of this initiative could be transferable to other contexts?		**The whole concept is transferable**	

H	METHODOLOGY USED	
What methodology is being used?		**Solution-oriented methodology**

Description of the methodology	**The goal of Solution Focus is to enable young people to solve their problems independently or together with people from their environment. The coach engages in a methodical and structured way with the young person. We try to increase the young person's own problem-solving capacity.**

I	EVALUATION	

Indicate the evaluation system used	**In the registration system of the Plus group we can keep track of how many young people are linked to a coach and to what extent the young person is still on the way to a diploma.**
Indicators used and applied to check the progress in the established objectives	**We are committed to preventing early school leaving and call the approach successful when 90% of young people successfully complete the form of aid by obtaining a basic qualification / continuing school.**
Results obtained in the evaluation: quantitative and qualitative data	**Visibility Plus student is very high among students. For the first period 2019/2020 the Plusstudents have contact with 205 student (incl. 34 one-time contacts). The objective of 120 students for the whole year is already achieved** • **Growth through success** • **Offer a good internship to students** • **Relieving care coordinators at school**
Improvement proposals	

J	HUMAN AND MATERIAL RESOURCES	

Human resources used	**There are 4 part time coordinators involved with this project. A professional coach has also been added to some teams for the practical guidance of the coach students.**
Material resources used	**Plusgroep uses the registration system for reports on the number of processes, effectiveness of processes, speed of linking, etc.** **In Leiden, secondary vocational education has provided two classrooms that the team can use permanently.** **The Plus group has supplied promotional material such as leaflets, banners, flyers, hoodies, pens etc. to increase the visibility of Plus students.** **Social media (Instagram) is managed by plus students and the coordinator of Plusgroep. / Students can register themselves via the website or register with a Plus student through the walk-in.**

K	SUSTAINABILITY
What is the current good practice situation?	**The project is subsidized until August 2021. Both schools and municipalities are enthusiastic. We are busy securing and sustainable financing for this project.**
Is its continuity planned?	**Yes**

J	PUBLICATIONS AND DISSEMINATION MEDIA
Detail the means and contents used for the dissemination and execution of the program or performance: guides, manuals, brochures, spaces, content in publications, audio-visual media, networks, etc. directly related to the program presented	**www.plusgroep.org** **www.plusstudent.nl** **https://www.instagram.com/plusstudenten/** **https://www.youtube.com/channel/UC3OPAhkNqa-v9t0RbAf9a6cQ**

A	FACT SHEET
Name of good practice: **Maatwerktraject onderwijs en arbeid (MOA)**	
Name of entity sharing good practice: **ROCMondriaan**	
Responsible project partner: **Stichting Bloom**	

Country: **The Netherlands**	Tel:
City: **The Hague**	PC:	email address: **t.vanderwouw@rocmondriaan.nl**

B	TARGET GROUP
Targeted persons	**Vulnerable young people**
Number of young people participating	**125 youngsters each year**
Age range	**16 till 23**

C	SHORT DESCRIPTION OF A GOOD PRACTICE

'Maatregel Onderwijs en Arbeid -MOA- (tailor made program education and labour) is a project of ROC Mondriaan (VET), mboRijnland (VET), het Flex college (Secondary education) and the municipality of the Hague. The pilot started in 2018.

The tailor-made program 'Maatregel onderwijs en Arbeid' aims to coach vulnerable young people between 16 till 23 who face multiple problems, reduce early school leaving and to stimulate the flow of young people inside and outside school. The coaches work individually with the students and coach them towards a next step to school or work or towards social care or youth care.

A lot of these young people lack an important adult in their network and the normal coaching in school has not been sufficient.

Young people qualify for this program when:

- the behaviour of the youngster is a problem for getting a diploma;
- The youngster doesn't have a meaningful adult in it's network;
- The youngster needs help in taking a next step (in education, labour or in finding the right care);
- The youngster misses basic competences (for school of work);
- There is a complex problem or there are multiple problems in different areas of life;
- Misses a lot of classes (school absenteeism)
- The youngster misses support of a network.

The students are enabled to develop school and / or employee skills and / or to bring areas of life in order. When the young person concludes the process positively, he / she is well prepared to continue with an education. If the trajectory shows that following a course is not possible or desirable, the student will be guided towards work and / or care

D	GOOD PRACTICE IS COORDINATED WITH?

D1. INTERNAL COORDINATION

Who have been the agents involved in the development of the program?	**Project coordinator: Tina van der Wouw**
How have the different resources been coordinated to launch the program	**The project coordinator had contact with all parties involved, internal and external**

D2. EXTERNAL COORDINATION

	Entity name	Responsible person's name
With which entities [public, private, other administrations] has coordination been established for the development of the program? What type of coordination has been established?	**1. Municipality of The Hague** **2. Youth care organizations** **3. Regional educational co-operation** **4. Employers**	1. 2. 3.
	Regional workgroup	
How has this coordination been carried out?	**There is a workgroup which comes together regularly to coordinate this project in the region.**	

E	OBJECTIVES

The main objective of the Customized Program Education and Labor is:

- Stimulate integrated cooperation, so that young people from the target group can start working in education, in a work-study trajectory or on the labor market through tailor-made work, where possible with a diploma or qualification, where necessary and possibly with financial support.

- Reducing the number of home sitters 16+.

- Success criteria for MOA are when the young person:

- Returns or is retained with the original training;

- Moves on to another study program and can finish there with regular supervision;

- Is guided towards a sustainable position on the labour market;

- Is placed in a care program.

With the sub-goals:

- To gain insight into the consequences of this collaboration for the concerned

- Facilities / authorities and how these can be translated into policy

F	DEVELOPMENT OF THE GOOD PRACTICE
This pilot has started in 2018 and is still running. After 2020 the results of the pilot will be available and the involved organizations will decide if and how the MOA program will continue	

G	INNOVATION AND POSSIBILITY OF TRANSFER		
Does the program represent an innovation in the Municipality?		~~Yes~~	No
Point out the main aspects of innovation		**1. Bringing together education, youth care, municipality and employers in order to help students find their path in education or work. Shared responsibility**	
What does this program provide as good practice to other municipalities?		**The cooperation between all the different stakeholders**	
What elements of this initiative could be transferable to other contexts?		**The way of bringing the different stakeholders together in order to help this target group**	

H	METHODOLOGY USED	
What methodology is being used?		**There is no specific methodology used. It focuses in combining the different working methods of the stakeholders involved to have a tailor made approach for each student.**
Description of the methodology		--

I	EVALUATION	
Indicate the evaluation system used		**The working group provides every 6 months a report about target group and results, based on the objectives of the project.**
Indicators used and applied to check the progress in the established objectives		--
Results obtained in the evaluation: quantitative and qualitative data		**207 files have been completed since 2018 until March 2020. This means that the young people have taken a sustainable next step and have landed within work (20.3%), school (51.7%) or social services (10.5%). A total of 12.9% of the young people registered are dropouts**
Improvement proposals		**Even more integration with other care institutions in the region.**

J	HUMAN AND MATERIAL RESOURCES	
Human resources used		**IThe team consists of competent and competent teachers and coaches who work in a result-oriented and transparent manner based on a clear pedagogical didactic vision that fits the profile of the target group. This group is a cooperation from the partners: the ROC Mondriaan (VET), the FlexCollege (Secondary education), the mboRijnland (VET) and the municipality of The Hague .**

	The team works together with a lot of social, educational and governmental initiatives in the region of The Hague in order to make a tailor made program for the youngsters involved in order to help them.
Material resources used	--
K **SUSTAINABILITY**	
What is the current good practice situation?	**Pilot phase**
Is its continuity planned?	**Yes**
J **PUBLICATIONS AND DISSEMINATION MEDIA**	
Detail the means and contents used for the dissemination and execution of the program or performance: guides, manuals, brochures, spaces, content in publications, audio-visual media, networks, etc. directly related to the program presented	**https://passendonderwijsmbo.nl/app/uploads/MOA-Folder-2020.pdf**

A	FACT SHEET

Name of good practice: **Short term group ESC**	
Name of entity sharing good practice: **Stichting Bloom**	
Responsible project partner: **Stichting Bloom**	

Country: **The Netherlands**		Tel: **+31618086084**
City: **Voorschoten**	PC: **2251 VK**	email address: **bloomfoundation@outlook.com**

B	TARGET GROUP

Targeted persons	**Young people (with the risk of) dropping out of school**
Number of young people participating	**8 per project**
Age range	**18-27**

C	SHORT DESCRIPTION OF A GOOD PRACTICE

VOLUNTEERING ABROAD

Students at risk of early school leaving can participate in short volunteering projects abroad, based on their own individual interests and motivation. The projects are financed through European Solidarity Corps (ESC) or Erasmus+.

This is a model, developed by Bloom Foundation, with extra mentoring support.

A group of 6-8 students with 2 group leaders/ teachers will do voluntary work abroad for 2 weeks. The trip is a part of a journey of 3 months in which preparation, execution and coaching afterwards are the 3 main phases. The project is performed within a school program which helps school drops outs back to school (it is about gaining skills they need in order to follow education, finding out what kind of education they like etc.). The students receive open badges for the competences they gain, so they can show others (teachers, future employers etc.) what they have learned.

Target group: youngsters aged between18-27 with fewer opportunities who have dropped out or at the risk of dropping out.

Aim: to help the students to discover their talents, possibilities, the things they like to do and let them gain competences in order to get them back to school or to help them finding/ keeping a suitable job. The students receive individual and group coaching during these 3 months.

Specifics of the model:

- Short term volunteering 2 weeks

- Extra preparations/ mentorship

- Flexible time frame

- No competition with other young people

- 2 teachers as groups leaders who are trained in this method of Bloom

- Coaching from Bloom during this project

D	GOOD PRACTICE IS COORDINATED WITH?

D1. INTERNAL COORDINATION

Who have been the agents involved in the development of the program?	Bloom has developed the program and 2 teachers were involved in the implementation of the project within the school environment.
How have the different resources been coordinated to launch the program	The project is developed with money from Erasmus+. Bloom has years of experience in working with this target group and has used this knowledge in developing the working method. The model has been formed in dialogue with the network partners of Bloom. ROCMondriaan has invested the time of the involved teachers and the extra costs for executing the program. Bloom has coordinated all activities and parties involved in order to create this model.

D2. EXTERNAL COORDINATION

With which entities [public, private, other administrations] has coordination been established for the development of the program? What type of coordination has been established?	Entity name	Responsible person's name
	ROC Mondriaan	Arjan van Oostenbrugge Marie Jose Brama
	Bloom has developed the Short term group volunteering model and ROC Mondriaan has adjusted the model so it can be used within a school environment and program. ROCMondriaan also coordinated the pre -conditions so that the model can be executed within a school program.	
How has this coordination been carried out?	The ROCMondriaan started with a pilot (in collaboration with Bloom) and now it is part of the regular program. Each school year there are 2 volunteering projects planned.	

E	OBJECTIVES

The objectives for the students:

- Finding their way in life and in society.

- Discovering talents and developing competences

- Getting ideas about future perspective

- Learning hard skills and soft skills

- Increase social involvement

Objectives for the schools:

- Increase the working methods to prevent school drop-out.

- Increase the possibility to coach potential school dropouts.

F	DEVELOPMENT OF THE GOOD PRACTICE

Bloom started to develop this program with Subsidy and program under Erasmus+ (European voluntary service) and within a youth care environment. From there the project was further developed for other target groups and other organisations. A few years ago (2018) we started to organise the projects under the program of European Solidarity corps. By piloting in different settings it grew from bet practice to a method with a handbook, the SHARE badges system and a training for organisations.

G	INNOVATION AND POSSIBILITY OF TRANSFER		
Does the program represent an innovation in the Municipality?		~~Yes~~	No
Point out the main aspects of innovation		**1. Volunteering as tool to prevent school drop out** **2. Non formal learning in formal learning environment** **3. Using European money for youngsters with fewer opportunities on a local level** **4. Acknowledge and recognition of gained competences through Open Badges**	
What does this program provide as good practice to other municipalities?		**It is a new way to prevent school drop-out**.	
What elements of this initiative could be transferable to other contexts?		**The whole method is also used for other organizations who work with youngsters who face difficulties in life and need to get back on track like youth care, social care and youth work.**	

H	METHODOLOGY USED
What methodology is being used?	**Manual Short term group ESC**
Description of the methodology	**Method developed by Bloom in which all the phases of the project are described on an organisational level for workers and student.**

I	EVALUATION
Indicate the evaluation system used	**Organisational level: evaluation session with set topics. Students: SHAREBadges system & evaluation individual and with the group.**
Indicators used and applied to check the progress in the established objectives	**ESC has set questionnaires which have to be filled in by the students after participating. Bloom uses the SHARE badge system (see link) in which the learned competences are visualised.**
Results obtained in the evaluation: quantitative and qualitative data	**What can be measured:** • **How many participants** • **Gained competences** • **How many badges are earned etc.** • **How many participants are still at school or back to it** **The gained SHARE badges can be collected per project. In general we see that mainly badges from social competences and entrepreneurship are earned.**

Improvement proposals	--

J	HUMAN AND MATERIAL RESOURCES	143
Human resources used	2 teachers who perform the ESC 1 coordinator of the school who organizes the preconditions for the project within the school 1 person from an accredited send organization who arranges, coaches and coordinates the project. An accredited host organization who can host the group abroad.	
Material resources used	ESC program (grand) Manual Short term group ESC. SHARE badges system	

K	SUSTAINABILITY
What is the current good practice situation?	It is a method which can be used within the ESC program. The new ESC program will be from 2021 -2027 and has focus on sustainability and inclusion.
Is its continuity planned?	Yes

J	PUBLICATIONS AND DISSEMINATION MEDIA
Detail the means and contents used for the dissemination and execution of the program or performance: guides, manuals, brochures, spaces, content in publications, audio-visual media, networks, etc. directly related to the program presented	Manual Short term group ESC (C2I): Where to collect the publications for HtE? Information on open badges: www.sharedresponsibility.eu Information Bloom: www.bloomfoundation.eu

A	FACT SHEET
Name of good practice: **InGang**
Name of entity sharing good practice: **ROC Mondriaan**
Responsible project partner: **Stichting Bloom**

Country: **The Netherlands**	Tel: **+31618086084**

City: **DenHaag**	PC: **2545 VX**	email address: **a.van.oostenbrugge@rocmondriaan.nl**

B	TARGET GROUP

Targeted persons	**Youngsters who dropped out of school and are in a process of returning back to school**
Number of young people participating	**10-16 per class**
Age range	**16-27**

C	SHORT DESCRIPTION OF A GOOD PRACTICE

InGang is a project of ROCMOndriaan, a VET school. The project is for students who have dropped out and who want to find out what is needed to get back to school. In a short period of time (3 months) they are coached towards school or work. The coaching is done by teachers and social workers. There is a set program which can be tailor-made. Within the program there are different modules which can be deployed. There is for example, an international program for groups of young people which implies doing some supervised voluntary work, which increases their opportunities in education and on the labour market.(see good practice short term group volunteering).

In the first 13 weeks at In-Gang, the student is given the opportunity to develop school skills and / or to put living areas in order. In addition to following theoretical subjects, the student takes part in group activities and projects. There is a set program which can be tailor-made. Within the program there are different modules which can be deployed. There is for example, an international program for groups of young people to do supervised voluntary work, which increases their opportunities in education and on the labour market. (see good practice short term group volunteering). When the student successfully completes this 13-week program, he or she is well prepared to start a course. Turns out during training nevertheless it is not possible or desirable to follow it, then the student is guided to work and / or assistance.

The registration is done via civil servants who are responsible for guiding young people back to school. The student is assigned a coach throughout the entire program of In-Gang. In-Gang chooses to coach within the educational context, the context in which the young person has to function during his or her career. The coach is the first point of contact for the student and the people in her or his network.

If needed In-Gang collaborates with partners from education, youth care, addiction treatment etc.

Basic elements of In-Gang:

· Increasing the self-insight and self-direction of the student

· Context takes precedence over content in which the student is observed and coached during the program in varying circumstances and environments.

· Discover together with the student which qualities and convictions help and / or hinder the achievement of lasting success.

· Every student receives a personal approach with regard to his behavior and the results achieve.

Working methods:

- Scrum method per student (making your personal learning path)
- Combining non formal learning in a formal learning environment
- Solution-oriented work

D	GOOD PRACTICE IS COORDINATED WITH?

D1. INTERNAL COORDINATION

Who have been the agents involved in the development of the program?	**Teachers and social workers, employed by ROCMondriaan**
How have the different resources been coordinated to launch the program	**Finance: extra funding from the municipality to develop the program.**

D2. EXTERNAL COORDINATION

	Entity name	Responsible person's name
With which entities [public, private, other administrations] has coordination been established for the development of the program? What type of coordination has been established?	**Coordinator special facilities VET education**	**Jose Brama**
	Cooperation between leerplicht (service to guide school dropouts back to school), special facilities VET education, ROCMondriaan and social service in order to develop a suitable program in which all parties are involved	
How has this coordination been carried out?	**Coordinator who was responsible for developing a fitting program. and who connected the network in the development process.**	

E	OBJECTIVES

The In-Gang program is successful when the youngster:

- Reverts to the original education;

- Chooses a different study program;

- Is guided towards sustainable work

- Is in a counselling process posted.

3 months of aftercare is provided to make the new connection with school or work successful.

F	DEVELOPMENT OF THE GOOD PRACTICE

The project started with a problem: how can we help young people who drop out of secondary school or vet education. How can we help them in getting back to school or finding their path in life? Because a lot of different entities dealing with this problem took shared responsibility and the ROC Mondriaan and the local government were willing to invest, the program could start and develop. Now the program is embedded in the ROCMondriaan system and all officials in education and youth care know about the program and guide students towards is.

G	INNOVATION AND POSSIBILITY OF TRANSFER		
Does the program represent an innovation in the Municipality?		~~Yes~~	No
Point out the main aspects of innovation		**1. Social program within the VET school (although youngsters are not back at school, they have the program already within a school environment.** **2. Combination of school and coaching which can be tailor-rmade.** **3. Focus on possibilities and chances instead of focus on problems and impossibilities.**	
What does this program provide as good practice to other municipalities?		**Different entities Taking shared responsibility for helping school dropouts back to school.**	
What elements of this initiative could be transferable to other contexts?			
H	METHODOLOGY USED		
What methodology is being used?		• **Scrum method per student (making your personal learning path)** • **Combining non formal learning in a formal learning environment** • **Solution-oriented work**	
Description of the methodology		**SCRUM:** **https://techbeacon.com/app-dev-testing/personal-scrum-using-agile-techniques-manage-your-life** **https://www.sciencedirect.com/science/article/abs/pii/S1877343515000652#:~:text=Solution%2Doriented%20sustainability%20learning%20(SOSL,opportunities%20to%20acquire%20these%20skills.&text=Conventional%20educational%20settings%20struggle%20with,in%20real%2Dworld%20learning%20settings.**	
I	EVALUATION		
Indicate the evaluation system used		**Like in every school program the results are evaluated according to the set objectives.** **On an individual level the coach evaluates with the student and its network the results and effects of the program.**	
Indicators used and applied to check the progress in the established objectives		**In general the evaluation focussed on:** • **How many students have followed the program** • **How many students moved to education** • **How many students moved to work/care** • **How many students have dropped out?**	

Results obtained in the evaluation: quantitative and quali-tative data	In the past 4 years a total of 708 students in the age cate-gory 16-27 have been placed in various bridging programs and tailor-made programs. **73% MOVED TO SCHOOL** **520 students successfully progressed to entrance cour-ses, VETlevel 2/3/4 or VAVO (Adult education, secondary schoolMAVO, HAVO, VWO)** **4% GET OUT TO WORK 5% GET OUT TO CARE** **61 students guided to work or care programs since school was (temporarily) not feasible** **18% DROPPED OUT** **127 students who voluntarily or involuntarily dropped out of the program prematurely**
Improvement proposals	--

J	**HUMAN AND MATERIAL RESOURCES**	
Human resources used		**A team of 6 teachers/coaches works at In-gang direct-ly with the youngsters. in addition, there is support staff such as an administrative assistant and a coordinator.**
Material resources used		**School facilities and teaching materials (formal and non formal)**

K	**SUSTAINABILITY**	
What is the current good practice situation?		**In-Gang exists over 5 years now and in total 708 students in the age category 16-27 have been placed in various bridging programs and tailor-made programs.**
Is its continuity planned?		**In-gang is a continuously planned program and groups start at different times during the school year. Depending on the demand and the space within the teacher team**

L	**PUBLICATIONS AND DISSEMINATION MEDIA**	
Detail the means and contents used for the dissemination and execution of the program or performance: guides, manuals, brochures, spaces, content in publications, audio-visual media, networks, etc. directly related to the program presented		**Dutch prezi about the learning methods of In-Gang:** **https://prezi.com/j6uk8jwxcxwn/dna-in-gang/?present=1**

A	FACT SHEET
Name of good practice: **Brugklas Training**	
Name of entity sharing good practice: **Cardea**	
Responsible project partner: **Stichting Bloom**	

Country: **The Netherlands**	Tel: **+31 618086084**
City: **Leiden**	PC: **2251 VK**	email address: **bloomfoundation@outlook.com**

B	TARGET GROUP
Targeted persons	**Youngsters who are going from primary to secondary school and who might face difficulty in the transition**
Number of young people participating	**8-10**
Age range	**11 to 13 years**

C	SHORT DESCRIPTION OF A GOOD PRACTICE

This training is for youngsters who might face some difficulty in the transition from primary to secondary school. They lack self-confidence, have trouble in standing up for themselves or they are not very resistant. This trainings helps them in getting prepared for secondary school. The training lasts a week (4 days) and is in the summer holiday period between the schools.

The training is given by two professionals from youth care and has the focus on the social aspect of changing schools. The training starts with practical information and exercises about starting at a new school: how does it work, how to plan home-work, how to work with an agenda, what new subjects can be expected etc.

After that several topics are discussed and practiced:

· How to make friends

· How to deal with group pressure

· How to stand up for yourself

· How can you work together with others?

The learning is done mostly by non- formal learning methods; learn by doing, For example: make together with 3 others a painting but you are not allowed to talk. Afterwards is discussed how it went, what did you do, which elements were useful, what was difficult? By doing and reflecting, the participants learn new skills and find out what is important for them in this topic.

D	GOOD PRACTICE IS COORDINATED WITH?

D1. INTERNAL COORDINATION

Who have been the agents involved in the development of the program?	**The training is developed by social workers, working with this target group. The training is supervised by a remedial educationalist.**
How have the different resources been coordinated to launch the program	**The training is developed with innovation money from the Youth Care organisation**

D2. EXTERNAL COORDINATION		
With which entities [public, private, other administrations] has coordination been established for the development of the program?	Entity name	Responsible person's name
	1. Cardea (youth care)	1. Helen van Meurs
What type of coordination has been established?	Coordination according to the values of Cardea	
How has this coordination been carried out?	Coordination is done by a educational pedagogue	

E	OBJECTIVES

- To ease the transition from primary to secondary education for vulnerable youngsters.
- To increase the self esteem of the participants
- To increase and improve the social competences of the participants
- To improve the understanding of social situations

F	DEVELOPMENT OF THE GOOD PRACTICE

This program is developed from the need of youngsters to get support it the transition of primary to secondary education, with the described objectives. After developing with pedagogic workers and social workers, the program was piloted and adjusted where needed.

G	INNOVATION AND POSSIBILITY OF TRANSFER		
Does the program represent an innovation in the Municipality?		~~Yes~~	No
Point out the main aspects of innovation		**1. Link for students between primary and secondary school** **2. Combining social work and education** **3. It is based on voluntary based participation**	
What does this program provide as good practice to other municipalities?		**The cooperation between education and social work**	
What elements of this initiative could be transferable to other contexts?		**The whole program can be transferred to other municipalities**	

H	METHODOLOGY USED	
What methodology is being used?		• **Voluntary based** • **Solution oriented work** • **Competence based learning**
Description of the methodology		**It focuses on solutions and possibilities instead of problems**

I	EVALUATION	
Indicate the evaluation system used		**Individual evaluation between trainer and participant**
Indicators used and applied to check the progress in the established objectives		**Indicators are the competences of the participant**
Results obtained in the evaluation: quantitative and qualitative data		**In general the participants indicate that they feel more secure to start the school year at a new school. This is confirmed by their parents and teachers.**

J	HUMAN AND MATERIAL RESOURCES	
Human resources used		**2 Trainers**
Material resources used		**Elements from the resilience training method.**
K	SUSTAINABILITY	
What is the current good practice situation?		**The training is given every summer holiday at 2 locations in the region. This has been done for the last 5 years.**
Is its continuity planned?		**Because of the specific topic of the training, the training is only planned during the summer break.**
J	PUBLICATIONS AND DISSEMINATION MEDIA	
Detail the means and contents used for the dissemination and execution of the program or performance: guides, manuals, brochures, spaces, content in publications, audio-visual media, networks, etc. directly related to the program presented		**https://passendonderwijsmbo.nl/app/uploads/MOA-Folder-2020.pdf**

A	FACT SHEET
Name of good practice: **Start Werkt College**	
Name of entity sharing good practice: **Cardea**	
Responsible project partner: **Stichting Bloom**	

Country: **The Netherlands**		Tel: **+31 612605993**
City: **Leiden**	PC: **2251 VK**	email address: **mijke.smit@cardea.nl**

B	TARGET GROUP	
Targeted persons		**Young people from 16 years old who want to follow a VET level 1 or 2 education, but who need a protected learning / working environment in which social behavioural treatment also takes place.**
Number of young people participating		**20 per class**
Age range		**16-20**

C	SHORT DESCRIPTION OF A GOOD PRACTICE

Start Werkt College can be described as a VET level 1 or 2 education at a youth care location where also is possible to do an internship. Those youngsters who need a protected learning/working environment, and have dropped out of a regular school program (or never got started) have the opportunity to go to school in a protected environment with a chance to enrol in mainstream education afterwards.

Besides a program of the lessons in a classroom, the students also learn to work through an internship. This is in the same building, where there is a kitchen, a bike shop, a metal and wood workshop, a garden and a front desk where students can learn and work.

The program takes 1 school year in which the students have 1 day lessons and 3 days working in an internship each week. They can follow a specialisation such as logistics. But it is also possible to combine the different specialisations to find out which direction is suitable for the student.

The students follow the school program based on the guidelines of the curriculum. The way they do this, can differ from regular education. Because the students are vulnerable and need a protected learning environment there is a lot of attention for social growth, group building etc.

The program has started in school year 2019-2020. school year 2018 -2019 was used for the development and implementation of the program.

D	GOOD PRACTICE IS COORDINATED WITH?

D1. INTERNAL COORDINATION

Who have been the agents involved in the development of the program?	**The program is a cooperation of a VET school (mboRijnland) and a Youth Care institution (Cardea). The program is developed by social workers and teachers of the involved institutes.**
How have the different resources been coordinated to launch the program	**The program is financed by youth care (students have a care indication) and education (youngsters are students of the school)**

D2. EXTERNAL COORDINATION		
With which entities [public, private, other administrations] has coordination been established for the development of the program?	Entity name	Responsible person's name
	1. Youth care coordinator and project coordinator.	**1. Mijke Smit**
How has this coordination been carried out?	**From both institutes a coordinator was involved and there was a working group of involved teachers and youth professionals who developed the program step by step.**	

E	OBJECTIVES

- Youngsters in need of a protected learning environment, , have the chance to follow a VET level 1 education and get a degree.
- Students can follow a VET level 2 education (at location of the school or at the Youth care institute) after finishing this program.
- Students have a more elaborated idea about a future study/work direction.

F	DEVELOPMENT OF THE GOOD PRACTICE

A lot of institutes develop tailor-made education to create more inclusive education. The way this is done differs per organisation. Cardea started this initiative because there was a target group which received help but couldn't handle being in regular education. This didn't mean they didn't want to learn but they needed an adjusted program. Cardea developed together with mboRijnland this program and after one year of piloting, it is a set program.

G	INNOVATION AND POSSIBILITY OF TRANSFER		
Does the program represent an innovation in the Municipality?	~~Yes~~	No	
Point out the main aspects of innovation	**1. Education and working in a secure habitat on 1 location** **2. Cooperation of education and youth care in 1 program**		
What does this program provide as good practice to other municipalities?	**More and more we see that the classroom changes to the environment of the youngsters, learning is coming to the youngsters instead of the youngster is coming to school.**		
What elements of this initiative could be transferable to other contexts?	**Joined efforts of different types of organisations in order the help the students to get a degree.**		

H	METHODOLOGY USED	
What methodology is being used?	**The regular VET program level 1 is tailor made for the students in youth care.**
Description of the methodology	**VET level 1 curriculum.**

I	EVALUATION	
Indicate the evaluation system used	**Evaluation with the students and evaluation with the organisations involved.**

Indicators used and applied to check the progress in the established objectives	**90% of the students get their degree level 1 in 1 school year** **60% of the students continues education in VET level 2**
Results obtained in the evaluation: quantitative and qualitative data	**After 1 year there results for the students are:** • **95% has gotten his degree** • **5 students are going to follow a VET education level 2 at the educational institute.** • **10 students are going to follow a VET education level 2 at the Youth Care institute.** • **5 students are going to work or need more intensive youth care.**
Improvement proposals	**Not only offer VET level 1 but also VET education level 2 on location of the youth care centre.** **Invest more in teambuilding for teachers/ youth care professionals involved. Both have the same goals but the way to get there differ. The team has to get to know each other and the ways of working in order to be complementary.**
J	**HUMAN AND MATERIAL RESOURCES**
Human resources used	**1 teacher and 1 teacher assistant** **1 youth care coach** **5 work coordinators (where the students work)**
Material resources used	**Lesson materials from mboRijnland learning/ working assignments for the practical part of the education**
K	**SUSTAINABILITY**
What is the current good practice situation?	**The program is a structural program which is offered each school year. A lot of VET schools offer some kind of program like this, together with a youth care organisation.**
Is its continuity planned?	**Yes**
J	**PUBLICATIONS AND DISSEMINATION MEDIA**
Detail the means and contents used for the dissemination and execution of the program or performance: guides, manuals, brochures, spaces, content in publications, audio-visual media, networks, etc. directly related to the program presented	**https://www.cardea.nl/ons-aanbod/onderwijs-zorg-12/start-werk-college**

A	FACT SHEET
Name of good practice: **Weerbaarheidstraining (resilience training)**	
Name of entity sharing good practice: **Cardea**	
Responsible project partner: **Stichting Bloom**	

Country: **The Netherlands**		Tel: **+31 618086084**
City: **Leiden**	PC: **2251 VK**	email address: **bloomfoundation@outlook.com**

B	TARGET GROUP	
Targeted persons		**Boys and girls who have trouble standing up for themsel-ves, which hinders them in daily life and participating in school. Or who can push their limits but do so in the wrong way.**
Number of young people participating		**8 participants per training**
Age range		**12-18**

C	SHORT DESCRIPTION OF A GOOD PRACTICE

The training is for young people who have trouble standing up for themselves, who find it difficult to give or receive criticism, who find it difficult to make friends and / or have social problems. These problems hinder them in participating at school and make that they are at the risk of dropping out.

Weerbaarheid training (resilience training) is given by social workers to a group of max 8 students in 9 meetings of 2 hours. Location of the training is preferably in the school but can also be at the location of the youth care organisation. During the training information, discussions and practical assignments are used to improve the following skills:

Meeting someone

·   Listen

·   Ask for something

·   Say no

·   Start a conversation

·   Discuss something

·   Deal with criticism

·   Criticize

The structure of the training

·   Part 1: Positive thinking

·   Part 2: Being assertive / saying no

·   Part 3: Start a conversation / Ask someone something

·   Part 4: Giving and receiving criticism

Working method:

·   Information, listening, what does it mean for me, practice with others, reflection on the topic.

·   Homework: each week the students receive an assignment about the topic of the week, to practice: give a compliment or stand up for yourself in a small group.

The focus and the specific exercises are determined by the group composition. So although the program is set, the way it is done can be tailor-made.

D	GOOD PRACTICE IS COORDINATED WITH?

D1. INTERNAL COORDINATION

Who have been the agents involved in the development of the program?	**2 trainers have had a basic training and have developed the training for Cardea based on this basic training.**
How have the different resources been coordinated to launch the program	**The trainers have developed the program under supervision of a behavioural scientist. Time invested is paid by Cardea from the budget : developmental costs.**

D2. EXTERNAL COORDINATION

With which entities [public, private, other administrations] has coordination been established for the development of the program?	Entity name	Responsible person's name
	1. --	1. --
What type of coordination has been established?	--	
How has this coordination been carried out?	**No external coordination**	

E	OBJECTIVES

- Are able to define what is important for them in contact with others
- Can stand up for themselves
- Are able to receive criticism
- Are able to give criticism
- Know how to make friends
- Know how to make a compliment
- Have more tools to participate at school and in social situations.

F	DEVELOPMENT OF THE GOOD PRACTICE

This kind of program is quite common in education and social work/ youth care in the Netherlands. As it is about the basics in contact with others, it can help a lot of people. Every organisation has its own version of the program, fitting the profile of the organisation and fitting the target group. In this it is important to keep in mind that the program is tailor-made, based on the problems and the needs of the participants. It can be used for groups or classes in schools.

G	INNOVATION AND POSSIBILITY OF TRANSFER		
Does the program represent an innovation in the Municipality?		~~Yes~~	No
Point out the main aspects of innovation		**1. Elements from youth care can also be used in education.**	
What does this program provide as good practice to other municipalities?		**Use elements from youth care in other environments like school.**	
What elements of this initiative could be transferable to other contexts?		**As it is about social behaviour, it is transferable to a lot of contexts. Cooperation between different kinds of organisations is essential in this.**	

H	METHODOLOGY USED
What methodology is being used?	• **Voluntary based** • **Solution oriented work** • **Competence based learning**
Description of the methodology	**It focuses on solutions and possibilities instead of problems**

I	EVALUATION
Indicate the evaluation system used	**After every training, there is an evaluation of the participants, so on an individual level the result of the program is discussed.**
Indicators used and applied to check the progress in the established objectives	**Set of personal goals.**
Results obtained in the evaluation: quantitative and qualitative data	**In general the participants indicate that they feel more secure, dare to stand up for themselves and have improved contact making skills. This is confirmed by their parents and teachers.**
Improvement proposals	**--**

J	HUMAN AND MATERIAL RESOURCES
Human resources used	**2 Trainers from youthcare**
Material resources used	• **a working book for the students** • **a handbook for the trainers.**

K	SUSTAINABILITY
What is the current good practice situation?	**The program is run twice a year in Cardea and schools register students for the training.**
Is its continuity planned?	**Yes**

J	PUBLICATIONS AND DISSEMINATION MEDIA
Detail the means and contents used for the dissemination and execution of the program or performance: guides, manuals, brochures, spaces, content in publications, audio-visual media, networks, etc. directly related to the program presented	**https://www.cardea.nl/images/Flyers/2019_weerbaarheidstraining.pub.pdf**

A	FACT SHEET

Name of good practice: **School Maatschappelijk Werk (SMW) 'School social work'**	
Name of entity sharing good practice: **mboRijnland**	
Responsible project partner: **Bloom Foundation**	
Country: **The Netherlands**	Tel: **0031 624320249**
City: **Leiden**	PC: **2545 VX**	email address: **bloomfoundation@outlook.com**

B	TARGET GROUP

Targeted persons	**Students who needs guidancel**
Number of young people participating	**32.000 students each year throughout the Netherlands**
Age range	**16-28 years at VET institutions**

C	SHORT DESCRIPTION OF A GOOD PRACTICE

School social work MBORijnland is for students from the age of 16 who are registered at mboRijnland. They can make use of school social workers, online therapy and training in an accessible way.

Three task areas are distinguished within school social work. It is about

[1] providing assistance to the student,

[2] supporting the team and the school through the contribution of expertise and

[3] guiding them towards special and indicated care.

This support is in principle short term. In addition, a lot of time is spent on referring and guiding to youth care and specialist care.

Various types of problems can be a reason for using SMW. However, internalizing behavioural problems and mental health problems are the most common. In addition, SMW also sees many students with problems at home and with financial problems.

SMW fulfils an important bridging function between the student, the school and the external aid organizations. They must ensure that the internal care structure matches the external support options. To be able to do this, SMW must have a good network and knowledge of the possibilities and procedures.

The student and his need for support are central to this. The aim of the SMW is to provide the students with guidance that is necessary to train them to become enterprising professionals and to prevent early school leaving. Together we offer guidance at all locations of MBORijnland. The guidance is carried out both individually and in a group. SMW offers "Wraparound Care" and if we cannot provide the assistance ourselves, we will ensure a warm transfer to a cooperation partner.

D	GOOD PRACTICE IS COORDINATED WITH?

D1. INTERNAL COORDINATION

Who have been the agents involved in the development of the program?	**Teachers and social workers, employed by ROCMondriaan**
How have the different resources been coordinated to launch the program	--

D2. EXTERNAL COORDINATION		

	Entity name	Responsible person's name
With which entities [public, private, other administrations] has coordination been established for the development of the program? What type of coordination has been established?	--	--
	Cooperation between leerplicht (service to guide school dropouts back to school), special facilities VET education, ROCMondriaan and social service in order to develop a suitable program in which all parties are involved	
How has this coordination been carried out?	**Coordinator who was responsible for developing a fitting program. and who connected the network in the development process.**	

E	OBJECTIVES

Prevent school dropout by:

[1] providing assistance to the student,

[2] supporting the team and the school through the contribution of expertise and

[3] guiding them towards special and indicated care.

This support is in principle short term. In addition, a lot of time is spent on referring and guiding to youth care and specialist care.

F	DEVELOPMENT OF THE GOOD PRACTICE

Modern social work in the Netherlands is the continuation of ancient practices of poor relief and popular education. These practices date back to well into the Middle Ages. At the time, they were mainly private initiatives. Later these were determined more institutionally. It was not until the second half of the 20th century that greater national government support for social work emerged.

The reason that the Ministry of Education, Culture and Science started the subsidy for school-social work at VET institutions in 2009 was due to an observed increase in psychosocial problems across the different levels in VET educations, but in particular at levels 1 and 2 and in the big cities. The (regular) social work was not sufficiently prepared and found to be sufficiently equipped to provide these students with timely assistance.

In the same period, the government advised to tackle early school leaving. Research showed that 50 to 70 per cent of early school leavers dropped out due to psychosocial problems, these young people were also called 'overburdened'. The government concluded that improving student care at and around the school could play an important role in reducing early school leavers. Based on this idea, the subsidy scheme for school social work was introduced in VET organisations in May 2009.

G	INNOVATION AND POSSIBILITY OF TRANSFER		

Does the program represent an innovation in the Municipality?	~~Yes~~	No
Point out the main aspects of innovation	**1. As it is used for so many years, it is not an innovation but it is an integrated part of the school system.**	
What does this program provide as good practice to other municipalities?	--	
What elements of this initiative could be transferable to other contexts?	--	

H	METHODOLOGY USED
What methodology is being used?	School Social Work uses different methodologies in their approach with the students. At mboRijnland they have a '4 conversations' model in which the social worker finds out what the problem of the student is, helps the student or guides the student to an organisation who can offer further help.
Description of the methodology	Information about some commonly used social work methodologies. • Working eclectically integrative means that you use certain methodologies when you think they are most useful and that you combine different methodologies. • Task-oriented work is a short-term form of assistance. The starting point is that someone learns step by step how he can increase his skills and thus get and keep his life in order. • A personal approach is paramount in experiential work. You focus on the development of new skills and for this the client must first gain experience. • In short-term solution-oriented assistance, you work out solutions for the problems with the client, instead of focusing on the problem. • In the group social work, a group of clients meets for a number of meetings to work on problems or questions they have in common. The social worker will then guide the process of the participants. • Internet help offers the client the opportunity to accept help more anonymously and for many institutions it is a good addition to their existing help offer. • Working system-oriented means that you do not only work with an individual, but with the entire system of which he is a part. This can be the family, a larger part of the family, but also a community where the client lives. • The social network strategy supports clients in expanding their network and thereby sharing and distributing the burden they experience from their problems. One method is better suited to a specific problem or specific client characteristics than the other. The choice of a particular method is determined by the problem, by client characteristics and by your own attitude towards clients and the professional values that are important to you.

I	EVALUATION
Indicate the evaluation system used	**Each VET organisation has their own evaluation system internally to measure the impact of the SMW.** **In 2018 a National report has been published by KBA Nijmegen, called** **' School social work in MBO** **An evaluation of the interpretation and added value of SMW in MBO'**
Indicators used and applied to check the progress in the established objectives	• **Prevention of school drop out** • **How many students has had help from SMW** • **What kind of help has been offered** • **How many students have been referred to s. care**
Results obtained in the evaluation: quantitative and qualitative data	--
Improvement proposals	**The report as mentioned gives a proposal to improve the cooperation between SMW and other youth care.**

J	HUMAN AND MATERIAL RESOURCES
Human resources used	**At mboRijnland 4 School social workers are employed.**
Material resources used	**Since 2009 the national government has a budget for SMW at VET institutions. 70% of the budget is provided by the national government. 30% is provided by the school and/or municipality.**

K	SUSTAINABILITY
What is the current good practice situation?	**It has been integrated part of the school system for a long time**
Is its continuity planned?	**Yes**

L	PUBLICATIONS AND DISSEMINATION MEDIA
Detail the means and contents used for the dissemination and execution of the program or performance: guides, manuals, brochures, spaces, content in publications, audio-visual media, networks, etc. directly related to the program presented	**National report about SMW; KBA Nijmegen, 2018 (in Dutch); ' School social work in MBO, An evaluation of the interpretation and added value of SMW in MBO';** **https://www.kbanijmegen.nl/doc/pdf/Schoolmaatschappelijk-werk-in-het-mbo.pdf**

A	FACT SHEET

Name of good practice: **Schakeljaar**	
Name of entity sharing good practice: **mboRijnland**	
Responsible project partner: **Bloom Foundation**	
Country: **The Netherlands**	Tel: **+31 683014380**

City: **Leiden**	PC: **2332 VW**	email address: **schakeljaar@mborijnland.nl**

B	TARGET GROUP

Targeted persons	**Students with autism**
Number of young people participating	**Max 12 students each school year**
Age range	**16-21**

C	SHORT DESCRIPTION OF A GOOD PRACTICE

Schakeljaar 'Preparatory year' secondary education- VET

Students from special secondary education can make a smooth transition from secondary education to VET with the 'transition year'. These are students with an Autism Spectrum Disorder and a secondary education diploma. It is a three-year pilot and 12 students can participate in the class every year.

The 'transition year', guides these students well-equipped and prepared towards a regular VET education in one year. The 'transition year' gives them the opportunity to get acquainted with recurring elements in VET education in a pleasant way. Think of planning and organizing, dealing with changes and collaborating with others. But they also experience the atmosphere and complexity at a VET institute and are introduced to the timetables and teaching methods.

Content 'transition year'

During the 'transition year' there is time and attention for the orientation towards a suitable education. The students also follow education in a small group and receive more guidance. So that after this extra year they can develop optimally both personally and professionally. They also follow the general subjects Dutch, English, Career orientation and Citizenship. In addition, they orient themselves during the year on profession and internship and they follow profession-oriented courses. These are subjects that belong to the chosen study program.

Educations

During the 'transition year', interested students can choose one of the regular VET courses. At the end of the 'transition year', the teachers provide both students and parents with non-binding (study) advice. It is up to the student to decide which study program he or she chooses.

D	GOOD PRACTICE IS COORDINATED WITH?

D1. INTERNAL COORDINATION

Who have been the agents involved in the development of the program?	**The program has been developed at mboRijnland (VET) in cooperation with the municipality.**
How have the different resources been coordinated to launch the program	**Special budget for preventing early school leaving.**

D2. EXTERNAL COORDINATION

With which entities [public, private, other administrations] has coordination been established for the development of the program?	Entity name	Responsible person's name
	1. --	1. --
What type of coordination has been established?	--	
How has this coordination been carried out?	--	

E	OBJECTIVES

The main objective of the 'preparatory year' is to have students with autism have a good transfer between secondary school and a VET education.

F	DEVELOPMENT OF THE GOOD PRACTICE

The concept of the 'preparatory year' has been developed with a special budget to prevent students from dropping out of the school system.

G	INNOVATION AND POSSIBILITY OF TRANSFER

Does the program represent an innovation in the Municipality?	~~Yes~~	No
Point out the main aspects of innovation	**1. Program special for youngsters with autism** **2. Using Open Badges for gained competences**	
What does this program provide as good practice to other municipalities?	**To provide an extra year for youngsters with autism in order to make the transfer to a new school better.**	
What elements of this initiative could be transferable to other contexts?	**The whole concept is transferable to other schools.**	

H	METHODOLOGY USED

What methodology is being used?	**No specific methodology has been used.**
Description of the methodology	**The teacher gives individual care to each student, making a plan of what they want to learn in this year. Lessons are in the class as a group, mostly 'learning by doing' for example in a cooking class. Also the students will have different internships during the year.**

I	EVALUATION

Indicate the evaluation system used	**Youngsters can earn Open Badges.**
Indicators used and applied to check the progress in the established objectives	**Indicators are; how many youngsters find an education or job after the preparatory year.**
Results obtained in the evaluation: quantitative and qualitative data	--
Improvement proposals	--

J	HUMAN AND MATERIAL RESOURCES

Human resources used	**One teacher and one teacher assistant.**

Material resources used	Classroom, teaching materials, place for internships
K **SUSTAINABILITY**	
What is the current good practice situation?	The 'preparatory year' is still in pilot phase until 2021.
Is its continuity planned?	Yes, mboRijnland is planning to continue this program.
J **PUBLICATIONS AND DISSEMINATION MEDIA**	
Detail the means and contents used for the dissemination and execution of the program or performance: guides, manuals, brochures, spaces, content in publications, audio-visual media, networks, etc. directly related to the program presented	https://mborijnland.nl/mbo-opleidingen/studer-en-bij-mborijnland/begeleiding/schakeljaar-voor-leerlin-gen-met-ass/

A	FACT SHEET
Name of good practice: **Rots en Water Training**	
Name of entity sharing good practice: **Cardea**	
Responsible project partner: **Stichting Bloom**	

Country: **The Netherlands**			Tel: **+31 224 213346**
City: **Leiden**	PC: **2332 VW**	email address: **info@rotsenwater.nl**	

B	TARGET GROUP

Targeted persons	**Kids between 4-20 who have social problems**
Number of young people participating	**8 youngsters in each training**
Age range	**12-20**

C	SHORT DESCRIPTION OF A GOOD PRACTICE

Rots en water training (Rock and Water program) is a program which can be given to kids between 4-20. Cardea gives the training to mostly boys between 12 and 18 at school or in a youth care setting.

The aim of the Rock and Water program is to increase the communication and social skills and well-being of children and young people and to prevent and / or reduce social problems such as bullying, conflict, exclusion, pedestrian behaviour and sexually inappropriate behaviour.

The Rock & Water program can be considered as a resilience program and anti-bullying program, but one that differs from other programs by its multiple objectives and the broader pedagogical perspective within which resilience training goes hand in hand with the development of positive social skills. Resilience and social skills, rock and water, are presented and trained in balance.

Working psychophysically means that positive social skills are taught through an active, physical angle. Social communication and confrontation skills are taught through playful and physical exercise. Play and physical exercise are constantly alternated by moments of self-reflection, circle discussion and completed by making processing assignments.

The program is effective because it:
- Uses the psychophysical methodology in which cognitive learning processes are linked to physical experience
- Creates an atmosphere of harmony and respect at school
- Can be deployed in class, as in a group, or on an individual basis
- Appeals to students because of their physical character
- Can be used across the school
- Tries to involve the parents in the process
- A strong transfer to areas outside the school such as the sports field, nightlife, traffic, etc.
- Research shows that the skills learned last in the long term
- It improves the teacher - student relationship and that of students
- The teacher often undergoes intensive personal and professional development in his training as a Rock and Water Trainer

In order to give the training, the teacher/ coach needs to follow the The three-day Rock and Water basic training. Only through this training can participants acquire the Rock and Water Trainer certificate.

D	GOOD PRACTICE IS COORDINATED WITH?

D1. INTERNAL COORDINATION

Who have been the agents involved in the development of the program?	**The program is developed by Freerk Ykema. The coaches of Cardea have followed the 3 day basic training and have defined how this program can be used for the target group. The program is coordinated by a behavioural scientist.**
How have the different resources been coordinated to launch the program	**The trainers of Cardea (youth care) are trained with a specific budget for education. The schools that want the training, pay a fee to Cardea (budget prevent school leaving).**

D2. EXTERNAL COORDINATION

	Entity name	Responsible person's name
With which entities [public, private, other administrations] has coordination been established for the development of the program? What type of coordination has been established?	**1. Rots en water Institute**	**1. Freerk Ykema**
	The program can only be given by teachers who have followed the 3 day basic training. Every 4 years they need a refreshment course in order to keep the accreditation.	
How has this coordination been carried out?	--	

E	OBJECTIVES

The Rock and Water Program is so effective because it focuses in a positive way:

- On and provides support in the social-emotional development of each child
- On creating a safe group process that works preventively and prevents bullying
- On the person (s) who shows bullying behaviour
- On the victim of bullying
- To mobilize the often passively watching bystanders

The aim of the Rock and Water program is to increase the communication and social skills and well-being of children and young people and to prevent and / or reduce social problems such as bullying, conflict, exclusion, pedestrian behaviour and sexually inappropriate behaviour.

F	DEVELOPMENT OF THE GOOD PRACTICE

Rots & Water is a purely Dutch program, developed by Freerk Ykema, which is currently used in more than 30 countries to support boys and girls aged 4 - 18+. In the last years a lot of research is done on the effect of the training. For more information about the specific research see: rotsenwater.nl . The Rock & Water-program is a scientifically proven effective teaching method. This fact is important as the Government and insurance companies increasingly demand that they only work with programs that qualify to this standard. Research conducted by the Trimbos Institute in collaboration with the Rutgers Foundation shows that Rock & Water leads to more self-confidence, more self-control and less sexually unacceptable behaviour. Other research (see website) shows that Rock & Water prevents bullying behaviour and/or effectively addresses this, that teacher-pupil relationships are positively strengthened, that teachers are extremely positive about the training, that it strengthens the social-emotional development of children, and that learning outcomes are beneficial. Children that feel safe can play, work, and learn together!

G	INNOVATION AND POSSIBILITY OF TRANSFER

Does the program represent an innovation in the Municipality?	~~Yes~~	No
Point out the main aspects of innovation	**1. Psychophysically** **2. Prevention In school**	

What does this program provide as good practice to other municipalities?	**The program is successfully used in 30 countries at the moment.**
What elements of this initiative could be transferable to other contexts?	**The program can be used for different target groups such as kids with autism, kids with special needs, specific for boys, specific for girls, kids with psycho social trauma etc.**

H	METHODOLOGY USED	
What methodology is being used?		**Rots and water program is a specific developed methodology based on psychophysical training.**
Description of the methodology		**Working psychophysically means that positive social skills are taught through an active, physical angle. Social communication and confrontation skills are taught through playful and physical exercise.** **Play and physical exercise are constantly alternated by moments of self-reflection, circle discussion and completed by making processing assignments.**

I	EVALUATION	
Indicate the evaluation system used		**The program is evaluated and there is a lot of research on the working elements for different target groups. For specific information we refer to the website or the Rots and Water Program.**
Indicators used and applied to check the progress in the established objectives		**See website**
Results obtained in the evaluation: quantitative and qualitative data		**See website**
Improvement proposals		**See website**

J	HUMAN AND MATERIAL RESOURCES	
Human resources used		**Accredited trainers**
Material resources used		**The Rots and Water program materials (handbook with working methods), a gym.**

K	SUSTAINABILITY	
What is the current good practice situation?		**Rots and water program is used in 30 countries. Cardea gives this training in school and in a youth care setting whole years around.**
Is its continuity planned?		**Yes**

L	PUBLICATIONS AND DISSEMINATION MEDIA	
Detail the means and contents used for the dissemination and execution of the program or performance: guides, manuals, brochures, spaces, content in publications, audio-visual media, networks, etc. directly related to the program presented		**A documentary about Rots and Water program:** **https://www.youtube.com/watch?v=9dWH_Pz-blo** **Information website:** **https://www.rotsenwater.nl/**

A	FACT SHEET

Name of good practice: **Kansklas**	**167**
Name of entity sharing good practice: **mboRijnland**	
Responsible project partner: **Stichting Bloom**	
Country: **The Netherlands**	Tel: **+31 618086084**
City: **Leiden** PC: **2315 VK**	email address: **bloomfoundation@outlook.com**

B	TARGET GROUP

Targeted persons	**Students who have made a wrong choice of study (field of study)and need to re-orientate**
Number of young people participating	**15 students per class**
Age range	**16-21**

C	SHORT DESCRIPTION OF A GOOD PRACTICE

Kans klas (Class of choice) is a special program for students of mboRijnland (VET) who have made a wrong choice about their field of study. Instead of stopping and dropping out, they can participate in this program so they can find out what field of study fits them. The goal is to keep them in school and help them find the right study direction.

A teacher and an instructor coach the group in a program of 3 months. The program is tailor made but it focuses on:

·   Discover talents and interest by doing volunteering work

·   Get and keep the connection with school

·   Finding out possible fields of study

·   Finding out what competences are needed in order to follow education and get help, if needed, from school or another institution like youth care or social work

·   Peer to peer coaching (student to student)

D	GOOD PRACTICE IS COORDINATED WITH?

D1. INTERNAL COORDINATION

Who have been the agents involved in the development of the program?	**Coordinator and teacher special needs**
How have the different resources been coordinated to launch the program	**Coordinator has coordinated the resources and people involved**

D2. EXTERNAL COORDINATION

With which entities [public, private, other administrations] has coordination been established for the development of the program?	Entity name	Responsible person's name
	1. mboRijnland, deep special needs	**1. Daisy Driessen**
What type of coordination has been established?	--	
How has this coordination been carried out?	--	

E	OBJECTIVES

Topics of the program which all lead to the same objective: helping the student to find the right study program or, if that is not possible, a direction for development.:

· Self-examination on qualities / pitfalls / interests (profile)

· Investigate sectors / field

· Gaining practical experience / interviewing / participating

· Preparation and guidance on a new choice of school / intake process

· Tailor-made career skills such as applying for jobs, networking, personal entrepreneurship

F	DEVELOPMENT OF THE GOOD PRACTICE

The Kansklas started at 1 location of mboRijnland a few years ago because there were more and more students who didn't follow the right study program and needed help in finding the right program (before dropping out). At the moment there are Kansklassen at all bigger locations of the mboRijnland.

G	INNOVATION AND POSSIBILITY OF TRANSFER		

Does the program represent an innovation in the Municipality?	~~Yes~~	No
Point out the main aspects of innovation	**1. Offering non formal learning in a formal learning environment, keeping the connection with school** **2. A program outside the curriculum in order to get back to the regular education with curriculum**	
What does this program provide as good practice to other municipalities?	**Help inside the school instead of outside**	
What elements of this initiative could be transferable to other contexts?	**The topics and working methods can be transferred to other kind of education/ schools**	

H	METHODOLOGY USED

What methodology is being used?	**Solution-oriented methodology**
Description of the methodology	**The goal of Solution Focus is to enable young people to solve their problems independently or together with people from their environment. The coach engages in a methodical and structured way with the young person. We try to increase the young person's own problem-solving capacity**

I	EVALUATION

Indicate the evaluation system used	**There is an individual evaluation form used at the beginning and at the end of the program.**
Indicators used and applied to check the progress in the established objectives	**Indicators are; how many youngsters find an education or job after the preparatory year.**
Results obtained in the evaluation: quantitative and qualitative data	**At the main location of the school:** **2018/2019 (43 students left the opportunity class to another study program)** **2019/2020 (37 students left for another study program)**

J	HUMAN AND MATERIAL RESOURCES	
Human resources used		A teacher and instructor coach the group.
Material resources used		The program is financed by the local government ((budget prevent early school leaving)
K	SUSTAINABILITY	
What is the current good practice situation?		The program has existed for 10 years now and is executed at several locations of the mboRijnland. At some locations there are 2 KansKlassen
Is its continuity planned?		Yes but logically the program starts a few weeks after the start of the school year because then students realise they are not following the right study field
J	PUBLICATIONS AND DISSEMINATION MEDIA	
Detail the means and contents used for the dissemination and execution of the program or performance: guides, manuals, brochures, spaces, content in publications, audio-visual media, networks, etc. directly related to the program presented		https://mborijnland.nl/over-mborijnland/jaarverslagen/ontwikkelingen-osc/

A	FACT SHEET
Name of good practice: **Studio Moio**	
Name of entity sharing good practice: **Studio Moio**	
Responsible project partner: **Bloom Foundation**	

Country: **The Netherlands**		Tel: **+31 629349621**
City: **Leiden**	PC: **2316 NZ**	email address: **nathalie@studiomoio.nl**

B	TARGET GROUP

Targeted persons	**(potential) dropouts**
Number of young people participating	**+/- 200 youngsters annually**
Age range	**16-21**

C	SHORT DESCRIPTION OF A GOOD PRACTICE

Studio Moio is a self-financed Dutch social enterprise with high success rates at re-engaging young people. They approach the young people who deal with trying to find the value in them and very creative ways in which they can make a contribution – rather than as problems to be fixed.

The youngsters Studio Moio works with come from a range of circumstances, however there is a predominance of young people traumatized by bad long-term experiences with education. They are often dropouts or on the verge. Often they have been damaged by negative input they have received from teachers and other figures of trust. When they first make contact with the Studio, these youngsters typically express apathy and do not know what they want.

The Setting;

- Studio Moio is a cluster of spaces in the Dutch city of Leiden. There is an office for staff, a workspace for young people and a creative studio, for arts activities and lessons, creation and general fun.

How it works;

- Studio Moio describes itself as a laboratory for societal and educational innovation, whose Mission is to help young people find the place they deserve in society.
- The general target is to get the young person into an education, training or employment outcome, suitable for them, after a roughly two-year process.
- The ethos is one of accompanying these young people into learning to do and to fail – accepting failure in some instances, so they can also succeed at other things.
- They are drawn out into encountering proof that they can do something, to get past seeing themselves as zero value people.
- Staff always start by talking with the youngsters when they arrive to the Studio, they use a conversational approach, to get to know each person and feel out what direction to take their work with the Studio. While these youngsters are often ambivalent about what they like and want to do, when asked what they hate they often have some very clear answers.
- In all cases, the active principle is that every youngster is of value, and has something to offer. In particular, marginalised young people are credited with being some of the people best situated to come up with innovative solutions to social problems.
- Rather than casting youngsters as those to be 'rescued', Studio Moio puts its participants into the role of problem solvers. These young people think of and develop the creative solutions that Studio Moio, a social enterprise, then finds some way to monetise.

Example, based on 'I don't like..';

Don't like the elderly: With a young person who expressed hatred for old people and a belief that government money was wasted on them, Studio Moio offered to sponsor the youngster in conducting some research in support of this view.

This young person was sent to interview at least ten elderly people – the idea being to push him out of his comfort zone and into new contacts that were in fact a bit scary for that person. In this case, the youngster morphed into a fierce critic of the healthcare system and its various deficiencies with regard to how it treats the elderly.

Key principles:

· Every youngster is of value and has something to offer. We can learn things from them.

· Economically self-sustaining social enterprise – Studio Moio finances itself by selling what it creates.

D	GOOD PRACTICE IS COORDINATED WITH?

D1. INTERNAL COORDINATION

Who have been the agents involved in the development of the program?	**Nathalie Lecina, director of Studio Moio initiated the concept**
How have the different resources been coordinated to launch the program	**Studio Moio is a social enterprise, but also accept governmental funding**

D2. EXTERNAL COORDINATION

With which entities [public, private, other administrations] has coordination been established for the development of the program?	Entity name	Responsible person's name
	1. --	1. --
What type of coordination has been established?	--	
How has this coordination been carried out?	--	

E	OBJECTIVES

Studio Moio describes itself as a laboratory for societal and educational innovation, whose Mission is to help young people find the place they deserve in society.

The general target is to get the young person into an education, training or employment outcome, suitable for them, after a roughly two-year process.

F	DEVELOPMENT OF THE GOOD PRACTICE

Nathalie Lecina, director and founder of Studio Moio has developed the working methods together with her team. This is in close cooperation with the youngsters who attend Studio Moio. Main observation and starting point for Studio Moio was that the formal educational system is not suitable for all youngsters. Studio Moio gives youngsters who do not fit in this school system a place to learn and find their way in society by asking them; 'what do you want to change in this world?'

G	INNOVATION AND POSSIBILITY OF TRANSFER		
Does the program represent an innovation in the Municipality?		~~Yes~~	No
Point out the main aspects of innovation		**1. Using youngsters ideas to change the world** **2. Social enterprise to help youngsters**	
What does this program provide as good practice to other municipalities?		**The idea that no youngsters fail the school system, but the school system fails the youngsters**	
What elements of this initiative could be transferable to other contexts?		**Thinking out of the box and see youngsters as problem solvers instead of the problem itself.**	

H	METHODOLOGY USED
What methodology is being used?	• **Thinking in possibilities instead of problems** • **Every human has potential and valuable ideas** • **Give space to ideas of youngsters**
Description of the methodology	--

I	EVALUATION
Indicate the evaluation system used	**Evaluation is done within the team of Studio Moio**
Indicators used and applied to check the progress in the established objectives	**How many youngsters find their way in life; back to school or work**
Results obtained in the evaluation: quantitative and qualitative data	**Studio Moio has a 91% success rate of getting young people back to school or work**
Improvement proposals	**Recognition of gained competences at Studio Moio in society**

J	HUMAN AND MATERIAL RESOURCES
Human resources used	**Studio Moio has a team of mixed workers of professionals and youngsters.**
Material resources used	**A creative place for youngsters and an office**

K	SUSTAINABILITY
What is the current good practice situation?	**Studio Moio was established in 2013 and has been growing since**
Is its continuity planned?	**Yes**

J	PUBLICATIONS AND DISSEMINATION MEDIA
Detail the means and contents used for the dissemination and execution of the program or performance: guides, manuals, brochures, spaces, content in publications, audio-visual media, networks, etc. directly related to the program presented	**https://www.studiomoio.nl**

A	FACT SHEET

Name of good practice: **COMMUNITY WORKER IN SCHOOL**	
Name of entity sharing good practice: **Årstad vgs - Årstad Upper Secondary Shool**	
Responsible project partner: **Årstad vgs - Årstad Upper Secondary Shool**	

Country: **Norway**		Tel: **0047 55 59 51 00**
City: **Bergen**	PC: **5054**	email address: **post.aar@vlfk.no**

B	TARGET GROUP

Targeted persons	**All students at school**
Number of young people participating	
Age range	

C	SHORT DESCRIPTION OF A GOOD PRACTICE

COMMUNITY WORKER

· Årstad VGS has employed 4 community workers (3 men & one woman) who are working within the student environment.

· They help students with everyday problems and they monitor different situations in the overall group.

· They are also good conversation partner for the individual student.

D	GOOD PRACTICE IS COORDINATED WITH?

D1. INTERNAL COORDINATION

Who have been the agents involved in the development of the program?	**School administration**
How have the different resources been coordinated to launch the program	**It´s developed over several years. The workers first were Employed by a NGO, then emlpoyed at Vestland county/ Årstad**

D2. EXTERNAL COORDINATION

With which entities [public, private, other administrations] has coordination been established for the development of the program? What type of coordination has been established?	Entity name	Responsible person's name
	1. Vestland County Council **2. Årstad Upper Secondary School**	**1.**
	Initiative from Årstad Upper Secondary School	
How has this coordination been carried out?	**Normal procedure for employement**	

E	OBJECTIVES

Short-term objectives:

- Helping students with everyday problems

- Monitoring different situations in the overall group

- Conversation partner for the individual student

Long term objective:		
To develop more, and different, tools to prevent early school leaving and increase the numbers of students who accomplish a grade or a certificate of apprenticeship.		

F	**DEVELOPMENT OF THE GOOD PRACTICE**		
The school manages to meet students on several more different arenas with the community workers, our NGO´s also have a different approach towards the young, we are able to let some students experience a different society abroad and we can offer alternative paths towards an adult life – with an education in hand			

G	**INNOVATION AND POSSIBILITY OF TRANSFER**		
Does the program represent an innovation in the Municipality?		~~Yes~~	No
Point out the main aspects of innovation		**1. Important group acting as a connection between students and school** **2. They establish a trust to the students which benefits teachers/advisers in challenging situations.**	
What does this program provide as good practice to other municipalities?		**Get one more level of cooperation with the students**	
What elements of this initiative could be transferable to other contexts?		--	

H	**METHODOLOGY USED**	
What methodology is being used?		**Pedagogical and social approach**
Description of the methodology		**They are visible in the school environment**

I	**EVALUATION**	
Indicate the evaluation system used		**Numbers of students approaching the environment workers**
Indicators used and applied to check the progress in the established objectives		**Feedback from students**
Results obtained in the evaluation: quantitative and qualitative data		**All parts in school recommend this to continue**
Improvement proposals		**Maybe one more female environment worker**

J	**HUMAN AND MATERIAL RESOURCES**	
Human resources used		**4 employees**
Material resources used		--

K	**SUSTAINABILITY**	
What is the current good practice situation?		**Succeed**
Is its continuity planned?		**Yes**

A	FACT SHEET

Name of good practice: **COMMUNITY WORKER IN SCHOOL**

Name of entity sharing good practice: **Årstad vgs - Årstad Upper Secondary Shool**

Responsible project partner: **Årstad vgs - Årstad Upper Secondary School in collaboration with Red Cross Bergen**

Country: **Norway**	Tel: **0047 55 59 51 00**

City: **Bergen**	PC: **5054**	email address: **post.aar@vlfk.no**

B	TARGET GROUP

Targeted persons	Students at risk
Number of young people participating	
Age range	17 - 25

C	SHORT DESCRIPTION OF A GOOD PRACTICE

LOCAL VOLUNTEERING

B. Red Cross has a cafe where students at risk of early school leaving can work as local volunteers, some days during the week.

Combined with regular classes. Our partner NGO´s has a different approach towards the young. We are able to let some students experience a different society abroad and we can offer alternative paths towards an adult life – with an education in hand.

D	GOOD PRACTICE IS COORDINATED WITH?

D1. INTERNAL COORDINATION

Who have been the agents involved in the development of the program?	**Årstad Upper Secondary School**
How have the different resources been coordinated to launch the program	**Coordinated between actual department leader and Red Cross**

D2. EXTERNAL COORDINATION

With which entities [public, private, other administrations] has coordination been established for the development of the program? What type of coordination has been established?	Entity name	Responsible person's name
	1. Red Cross Bergen	**1. Carina Hermansen**
	Formal agreement between Årstad and Red Cross	
How has this coordination been carried out?	**Meetings and emails**	

E	OBJECTIVES

Short-term objectives:

- Learning by doing motivates the student

- Connecting the student to working life

- New network for the student

- Reference

- Analysing the strengths and competences of the student

- Personal developmen

Long term objective:			
To develop more, and different, tools to prevent early school leaving and increase the numbers of students who accomplish a grade or a certificate of apprenticeship.			

F	DEVELOPMENT OF THE GOOD PRACTICE		
If we are able to get more NGO´s, with a various of different occupations, we will be able to have a diverse toolkit to use in order to customize different paths for our students.			

G	INNOVATION AND POSSIBILITY OF TRANSFER		
Does the program represent an innovation in the Municipality?		~~Yes~~	No
Point out the main aspects of innovation		**1. ILearning by doing (non-formal learning in formal education)** **2. Individual adapted learning path (based on own motivation)** **3. Connecting students to local community work**	
What does this program provide as good practice to other municipalities?		**Strengthening the skills, network and self-confidence of the students.**	
What elements of this initiative could be transferable to other contexts?		**Non-formal learning methods**	

H	METHODOLOGY USED	
What methodology is being used?		**Learning by doing, bottom-up approach (motivation)**
Description of the methodology		**First creating confidence and then more and more learning**

I	EVALUATION	
Indicate the evaluation system used		**T he students relate their working experience into the curriculum**
Indicators used and applied to check the progress in the established objectives		**Reflections during the lessons carried out in the ongoing project**
Results obtained in the evaluation: quantitative and qualitative data		**All students recommend the school to continue this programme**
Improvement proposals		--

J	HUMAN AND MATERIAL RESOURCES	
Human resources used		**All resources are in school, except the NGO´s.**
Material resources used		--

K	SUSTAINABILITY	
What is the current good practice situation?		**On-going. Students are in practice for about two weeks per period**
Is its continuity planned?		**Yes**

J	PUBLICATIONS AND DISSEMINATION MEDIA	
Detail the means and contents used for the dissemination and execution of the program or performance		**Facebook, Instagram, school homepage.**

A	FACT SHEET
Name of good practice: **VOLUNTEERING ABROAD**	177
Name of entity sharing good practice: **Årstad vgs - Årstad Upper Secondary Shool**	
Responsible project partner: **Vestland County Council**	

Country: **Norway**	Tel: **0047 55 59 51 00**

City: **Bergen**	PC: **5054**	email address: **post.aar@vlfk.no**

B	TARGET GROUP

Targeted persons	**Students at risk of early school leaving**
Number of young people participating	**30 pr year (before Covid19)**
Age range	**17 - 25**

C	SHORT DESCRIPTION OF A GOOD PRACTICE

VOLUNTEERING ABROAD

Students at risk of early school leaving can participate in shorter/longer volunteering projects abroad, based on their own individual interests and motivation. The projects are financed through European Solidarity Corps (ESC) or Erasmus+ European Voluntary Service (EVS).

This is a low threshold model, developed by Vestland County Council, with extra mentoring support (reinforced mentorship).

The student may choose between:

1 - Group ESC/EVS: 2 weeks (group leaders from Red Cross)

2 - Long term ESC/EVS: from 2 weeks to 60 days

3 - Long term ESC/EVS: more than 2 months

Target group: youth (17-30 yrs) with fewer opportunities who are motivated to volunteer abroad

Low threshold model:

-short term volunteering1-2 months (opptil 12 mndr)

-reinforced mentorship: extra preparations/ mentorship

-no participation fees

-flexible time frame

-choosing between different tasks and countries

-no competition with other young people

-teams of 2 volunteers; Group EVS with 2 group leaders

D	GOOD PRACTICE IS COORDINATED WITH?

D1. INTERNAL COORDINATION

Who have been the agents involved in the development of the program?	**Vestland County Council (International Office and Follow-up Services), Årstad Upper Secondary School**
How have the different resources been coordinated to launch the program	**Coordinated by VCC – International Office**

D2. EXTERNAL COORDINATION		
With which entities [public, private, other administrations] has coordination been established for the development of the program? What type of coordination has been established?	Entity name	Responsible person's name
	1. Red Cross Bergen **2. Silla municipality** **3. Other host organisations**	--
	EU-collaboration in the framework of European Solidarity Corps/ European Voluntary Service	
How has this coordination been carried out?	**Coordinated by Vestland County Council – Internat. Office**	

E	OBJECTIVES

Short-term objectives:

- Learning by doing is fun and motivates the student

- Competence development: languages, Intercultural learning, work practice, trying new things!

- Connecting to working life and working discipline

- EU-certificate YOUTHPASS at the end of the project: good for student's CV

- Personal development, strengthening self-esteem through giving to others!

- Meeting new people

- Taking the young people out of a negative circle

Long-term objective:

To develop more, and different, tools to prevent early school leaving and increase the numbers of students who accomplish

F	DEVELOPMENT OF THE GOOD PRACTICE

The school manages to meet students on several more different arenas with the community workers, our NGO´s also have a different approach towards the young, we are able to let some students experience a different society abroad and we can offer alternative paths towards an adult life – with an education in hand

G	INNOVATION AND POSSIBILITY OF TRANSFER		
Does the program represent an innovation in the Municipality?		~~Yes~~	No
Point out the main aspects of innovation		**1. Non-formal learning as part of the school curriculum** **2. Learning by doing outside the school's walls** **3. Connecting students to local community work in Europe**	
What does this program provide as good practice to other municipalities?		**European volunteering as part of the school curriculum, inclusion and team building tool in school**	
What elements of this initiative could be transferable to other contexts?		**European volunteering as a tool for learning and inclusion**	

H	METHODOLOGY USED
What methodology is being used?	**Learning by doing**
Description of the methodology	**Learning by volunteering in Europe is fun and motivates the students**

I	EVALUATION
Indicate the evaluation system used	**During the volunteering: good dialogue among all involved After the volunteering: Open evaluation dialogue**
Indicators used and applied to check the progress in the established objectives	**During the volunteering: wellbeing/motivation of the students. After the volunteering: What did the student learn from volunteering? Do the students recommend the school to continue this programme?**
Results obtained in the evaluation: quantitative and qualitative data	**All students recommend the school to continue this programme**
Improvement proposals	**Longer preparation phase**

J	HUMAN AND MATERIAL RESOURCES
Human resources used	**Working group of 3 persons (representative from Årstad Upper Secondary School, Red Cross, Vestland County Council)**
Material resources used	**--**

K	SUSTAINABILITY
What is the current good practice situation?	**The Norwegian government has decided that Norway won't participate in European Solidarity Corps as a full member, so we can't coordinate this kind of "volunteering for inclusion" programmes anymore, which is sad.**
Is its continuity planned?	**The continuity is planned as soon as Norway enters ESC**

J	PUBLICATIONS AND DISSEMINATION MEDIA
Detail the means and contents used for the dissemination and execution of the program or performance: guides, manuals, brochures, spaces, content in publications, audio-visual media, networks, etc. directly related to the program presented	**Podcast, you tube videos, interviews in newspaper articles, etc.**

A	FACT SHEET
Name of good practice: **APPRENTICESHIP IN COMBINATION WITH SCHOOL**	
Name of entity sharing good practice: **Årstad vgs - Årstad Upper Secondary Shool**	
Responsible project partner: **Årstad vgs - Årstad Upper Secondary Shool**	

Country: **Norway**	Tel: **0047 55 59 51 00**	
City: **Bergen**	PC: **5054**	email address: **post.aar@vlfk.no**

B	TARGET GROUP

Targeted persons	**Students at risk of early school leaving**
Number of young people participating	**5 - 10 pr year**
Age range	**17 - 25**

C	SHORT DESCRIPTION OF A GOOD PRACTICE

APPRENTICESHIP IN COMBINATION WITH SCHOOL

Students may have finished one of their two-year school (a skilled worker normally goes 2 years to school + 2 years apprenticeship), and they may not have the motivation to stay in school. In such cases, we can contact a company which allows the student to start up with the apprenticeship, combined with the theoretical part of the studies.

D	GOOD PRACTICE IS COORDINATED WITH?

D1. INTERNAL COORDINATION

Who have been the agents involved in the development of the program?	**School administration**
How have the different resources been coordinated to launch the program	**Coordinated by responsible departmentsn leader and adviser**

D2. EXTERNAL COORDINATION

With which entities [public, private, other administrations] has coordination been established for the development of the program? What type of coordination has been established?	Entity name	Responsible person's name
	1. Company of apprenticeship **2. School**	**1. Carina Hermansen**
	Contact between school and company	
How has this coordination been carried out?	**Coordinated by school**	

E	OBJECTIVES

Short term objectives:

- Learning by doing motivates the student

- Create a connection between practical training and theoretical education in school.

Long term objective:

To develop more, and different, tools to prevent early school leaving and increase the numbers of students who accomplish a grade or a certificate of apprenticeship.

- It may result in a long term contract.

F	DEVELOPMENT OF THE GOOD PRACTICE

--

G	INNOVATION AND POSSIBILITY OF TRANSFER

Does the program represent an innovation in the Municipality?	~~Yes~~	No

Point out the main aspects of innovation	**1. By working in a company the student will be motivated to do more schoolwork** **2. Gets connection between work life and curricilum** **3. The student get a real chance to present him-/herself to the company**
What does this program provide as good practice to other municipalities?	**Combination between school and company prevents dropping out.**
What elements of this initiative could be transferable to other contexts?	**Non-formal learning methods**

H	METHODOLOGY USED

What methodology is being used?	**Learning by doing**
Description of the methodology	**The students can experience a connection between work life and school**

I	EVALUATION

Indicate the evaluation system used	**Company evaluation, assessment and grades at school**
Indicators used and applied to check the progress in the established objectives	**If the student stay within the apprenticeship and express wellbeing**
Results obtained in the evaluation: quantitative and qualitative data	**Most of the students express wellbeing and recommend others students which struggle, to participate**
Improvement proposals	**More information about the students earlier in the school year**

J	HUMAN AND MATERIAL RESOURCES

Human resources used	**Administration, advisers, teachers and companies**
Material resources used	--

K	SUSTAINABILITY

What is the current good practice situation?	**On-going, this is one of several "tools" used to prevent early school leaving**
Is its continuity planned?	**Yes**

J	PUBLICATIONS AND DISSEMINATION MEDIA

Detail the means and contents used for the dissemination and execution of the program or performance	**Each situation is unique, it has to be adapted to the situation.**

A	FACT SHEET

Name of good practice: TINY-HOUSE PROJECT

Name of entity sharing good practice: Årstad vgs - Årstad Upper Secondary Shool

Responsible project partner: Årstad vgs - Årstad Upper Secondary Shool

Country: **Norway**	Tel: **0047 55 59 51 00**

City: **Bergen**	PC: **5054**	email address: **post.aar@vlfk.no**

B	TARGET GROUP

Targeted persons	All students and public
Number of young people participating	Approx. 100 - 120
Age range	16 - 19

C	SHORT DESCRIPTION OF A GOOD PRACTICE

TINY-HOUSE PROJECT

A combined project between 2 different school departments in Årstad and 2 other upper secondary schools (offering the programs our school didn´t have). The objective was deep learning for the students during the whole project over two years, to sell the tiny-house on the open market and deliver a surplus as a gift to a NGO in Bergen. We managed to reach all these goals, and will gift 10 000 € to a NGO later this spring.

D	GOOD PRACTICE IS COORDINATED WITH?

D1. INTERNAL COORDINATION

Who have been the agents involved in the development of the program?	**Årstad Upper Secomdary School**
How have the different resources been coordinated to launch the program	**Meetings and emails**

D2. EXTERNAL COORDINATION

	Entity name	Responsible person's name
With which entities [public, private, other administrations] has coordination been established for the development of the program? What type of coordination has been established?	**1. Årstad vgs** **2. Laksevåg vgs** **3. Åsane vgs**	**1. Arthur Tøsdal** **2. Ingvar Nilsen**
	Project management	
How has this coordination been carried out?	**Meetings, telephone and email**	

E	OBJECTIVES

Short term objectives:

- Learning by doing gives high student motivation

- Learning about collaboration in practice

- The teacher can see the student in action, and see their strengths and weaknesses

Long term objective: To develop more, and different, tools to prevent early school leaving and increase the numbers of students who accomplish a grade or a certificate of apprenticeship.		

F	DEVELOPMENT OF THE GOOD PRACTICE	
Gradually remove the amount of prescriptions, so that the students themselves have to make their own way to the final goal.		

G	INNOVATION AND POSSIBILITY OF TRANSFER	
Does the program represent an innovation in the Municipality?	~~Yes~~	No
Point out the main aspects of innovation	**1. Collaboration between three schools and external companies** **2. Gather competences from three different schools**	
What does this program provide as good practice to other municipalities?	**Deeper learning, greater understanding across different subjects an occupations.**	
What elements of this initiative could be transferable to other contexts?	**Explore possible competences needed outside their own school**	

H	METHODOLOGY USED	
What methodology is being used?	**Learning by doing**
Description of the methodology	**Building a tiny house for sale, gives the students an experience for how to build something for real.**

I	EVALUATION	
Indicate the evaluation system used	**During the project: good dialogue among all involved**
Indicators used and applied to check the progress in the established objectives	**The whole project is related to the curriculum and the teachers can monitor how the students are reflecting around problem solving**
Results obtained in the evaluation: quantitative and qualitative data	**All students recommend the school to continue this programme. Finally the house were sold and provided 10 000 Euros i profit, which then were donated to a NGO**
Improvement proposals	**Maybe get a buyer to order an object**

J	HUMAN AND MATERIAL RESOURCES	
Human resources used	**The amount of resources that is needed depends on how ambitious the project is.**
Material resources used	**Approx. 30 000 Euro**

K	SUSTAINABILITY	
What is the current good practice situation?	**The buyer is living in the house**
Is its continuity planned?	**Not a tiny house**

J	PUBLICATIONS AND DISSEMINATION MEDIA
Detail the means and contents used for the dissemination and execution of the program or performance: guides, manuals, brochures, spaces, content in publications, audiovisual media, networks, etc. directly related to the program presented	**See picture below: the living room**

A	FACT SHEET

Name of good practice: FREE BREAKFAST AT SCHOOL

Name of entity sharing good practice: Årstad vgs - Årstad Upper Secondary Shool

Responsible project partner: Årstad vgs - Årstad Upper Secondary Shool

Country: **Norway**		Tel: **0047 55 59 51 00**
City: **Bergen**	PC: **5054**	email address: **post.aar@vlfk.no**

B	TARGET GROUP

Targeted persons	**All students**
Number of young people participating	**75 -120 each morning**
Age range	**16 - 19**

C	SHORT DESCRIPTION OF A GOOD PRACTICE

FREE BREAKFAST AT SCHOOL

All students know the school is offered free school breakfast 5 days a week

D	GOOD PRACTICE IS COORDINATED WITH?

D1. INTERNAL COORDINATION

Who have been the agents involved in the development of the program?	**County council initiative**
How have the different resources been coordinated to launch the program	**School admnistration, school canteen**

D2. EXTERNAL COORDINATION

With which entities [public, private, other administrations] has coordination been established for the development of the program? What type of coordination has been established?	Entity name	Responsible person's name
	--	
How has this coordination been carried out?	--	

E	OBJECTIVES

- Socially
- Breakfast is a good start to the day
- Better health and energy
- Better energy to work with school work

F	DEVELOPMENT OF THE GOOD PRACTICE

Breakfast is one of the most important meals of the day and forms the basis of the youth's energy for further activity. We see that young people who eat breakfast and seem more obvious and alert, and are more receptive to learning. And not least to start the day calmly around a meal with their friends and classmates at school.

G	INNOVATION AND POSSIBILITY OF TRANSFER		
Does the program represent an innovation in the Municipality?		~~Yes~~	No
Point out the main aspects of innovation		**1. Healthy nutrition** **2. Social dimention** **3. Groups starting the school day together**	
What does this program provide as good practice to other municipalities?		**Prevention of drop-outs**	
What elements of this initiative could be transferable to other contexts?		**Team building**	

H	METHODOLOGY USED	
What methodology is being used?	**Team building**	
Description of the methodology	--	

I	EVALUATION	
Indicate the evaluation system used	**Counting students participating and interview**	
Indicators used and applied to check the progress in the established objectives	**Counting students participating**	
Results obtained in the evaluation: quantitative and qualitative data	**Success**	
Improvement proposals	--	

J	HUMAN AND MATERIAL RESOURCES	
Human resources used	**Canteen personell**	
Material resources used	--	

K	SUSTAINABILITY	
What is the current good practice situation?	**On-going**	
Is its continuity planned?	**Yes**	

J	PUBLICATIONS AND DISSEMINATION MEDIA	
Detail the means and contents used for the dissemination and execution of the program or performance: guides, manuals, brochures, spaces, content in publications, audio-visual media, networks, etc. directly related to the program presented	**Announced at school home page**	

A	FACT SHEET

Name of good practice: **CONFLICT MEDIATION WORKSHOPS**	
Name of entity sharing good practice:	
Responsible project partner: **Årstad vgs - Årstad Upper Secondary Shool**	
Country: **Norway**	Tel: **0047 55 59 51 00**
City: **Bergen** PC: **5054**	email address: **post.aar@vlfk.no**

B	TARGET GROUP

Targeted persons	**All students**
Number of young people participating	**45**
Age range	**16 - 19**

C	SHORT DESCRIPTION OF A GOOD PRACTICE

CONFLIKT MEDIATION WORKSHOPS

Give students knowledge about how they can get tools for resolving conflicts that arise between the young people, the students, in groups and in the class. Through classes, given by instructors from Red Cross, students are given instructions about the subject. They will first use role play as a tool to approach the given cases.

D	GOOD PRACTICE IS COORDINATED WITH?

D1. INTERNAL COORDINATION

Who have been the agents involved in the development of the program?	**Red Cross Centre**
How have the different resources been coordinated to launch the program	**School admnistration, school canteen School administration, Red Cross- Bergen**

D2. EXTERNAL COORDINATION

With which entities [public, private, other administrations] has coordination been established for the development of the program? What type of coordination has been established?	Entity name	Responsible person's name
	1. Red Cross - Bergen	**1. Carina Hermansen**
	Cooperation agreement	
How has this coordination been carried out?	**Different types of meetings**	

E	OBJECTIVES

Short-term objectives:

- Provide them with the knowledge and tools to deal with conflicts that arise
- The process of a conflict management. What promotes and what calms the conflict
- Practical exercise

Long -term objectives:

- Work preventively with conflict management to avoid conflicts arising.
- Greater awareness of what is disagreement and what is a conflict.
- Learn to respond matter-oriented and not emotion-oriented

F	DEVELOPMENT OF THE GOOD PRACTICE

As a school, we want to teach students different ways to work preventively. After school, they will meet a working life and where expectations are to work together in a community. There they will face various challenges and our goal is to give them enough knowledge and experience to be able to meet and handle this in a good and constructive way. Sometimes stopping or moving away from the problem is not the solution, but finding a way to deal with it.

G	INNOVATION AND POSSIBILITY OF TRANSFER		
Does the program represent an innovation in the Municipality?		~~Yes~~	No
Point out the main aspects of innovation		**1. Cooperation with a NGO** **2. The NGO uses the school curriculum and mix it with their program** **3. Students get better to talk about difficulties**	
What does this program provide as good practice to other municipalities?		**Use different NGO´s to prevent drop - out**	
What elements of this initiative could be transferable to other contexts?		**Team building / Awareness @ NGO resources**	

H	METHODOLOGY USED
What methodology is being used?	**Team building**
Description of the methodology	**To have the whole class after school at their premises 3- 5 times. This will be in combination with day time instruction.**

I	EVALUATION
Indicate the evaluation system used	**Interview all participants**
Indicators used and applied to check the progress in the established objectives	**Feedback from the students**
Results obtained in the evaluation: quantitative and qualitative data	**Teachers evaluation when students apply their experience and new learning combined with the curriculum**

J	HUMAN AND MATERIAL RESOURCES
Human resources used	**Teachers, students and resources from NGO**

K	SUSTAINABILITY
What is the current good practice situation?	**Due to the Covid-19, this is postponed until August -21**
Is its continuity planned?	**Yes**

J	PUBLICATIONS AND DISSEMINATION MEDIA
Detail the means and contents used for the dissemination and execution of the program or performance: guides, manuals, brochures, spaces, content in publications, audio-visual media, networks, etc. directly related to the program presented	--

A	FACT SHEET
Name of good practice: **Week of sustainability**	
Name of entity sharing good practice: **Schools in Vestland county**	
Responsible project partner: **Årstad vgs - Årstad Upper Secondary Shool**	

Country: **Norway**	Tel: **0047 55 59 51 00**

City: **Bergen**	PC: **5054**	email address: **post.aar@vlfk.no**

B	TARGET GROUP

Targeted persons	**Students and teachers**
Number of young people participating	**900**
Age range	**16 - 19**

C	SHORT DESCRIPTION OF A GOOD PRACTICE

We let the student parliament develope different ideas and the details in the project.

D	GOOD PRACTICE IS COORDINATED WITH?

D1. INTERNAL COORDINATION

Who have been the agents involved in the development of the program?	**County council initiative, School administration**
How have the different resources been coordinated to launch the program	**School admnistration**

D2. EXTERNAL COORDINATION

With which entities [public, private, other administrations] has coordination been established for the development of the program?	Entity name	Responsible person's name
What type of coordination has been established?	**Collaboration: student parliament and school administration**	
How has this coordination been carried out?	**Scheduled meetings from start of school year**	

E	OBJECTIVES

Awareness of how we all can contribute to more sustainability in our use in resources. Especially within areas as food and plastic. Årstad high school do every year participate in the national fundraising campaign, and this year campaign is assigned to WWF – plastic in the oceans.

F	DEVELOPMENT OF THE GOOD PRACTICE

Development of different ways to gather papir, plastc and glass.
The students.

G	INNOVATION AND POSSIBILITY OF TRANSFER		
Does the program represent an innovation in the Municipality?		~~Yes~~	No
Point out the main aspects of innovation		**1. Awareness of the environment** **2. Student parliament in charge**	
What does this program provide as good practice to other municipalities?		**Expand the student democracy**	
What elements of this initiative could be transferable to other contexts?		**Student democracy**	
H	METHODOLOGY USED		
What methodology is being used?		**Developing student initiative and democracy**	
Description of the methodology		--	
I	EVALUATION		
Indicate the evaluation system used		**Regular meetings with cleaning staff**	
Indicators used and applied to check the progress in the established objectives		**Feedback from the student parliament**	
Results obtained in the evaluation: quantitative and qualitative data		**Measuring the amount of gathering different objects**	
Improvement proposals		--	
J	HUMAN AND MATERIAL RESOURCES		
Human resources used		**Students and a few teachers**	
Material resources used		**Different garbage bins**	
K	SUSTAINABILITY		
What is the current good practice situation?		**Developing**	
Is its continuity planned?		**Yes**	
J	PUBLICATIONS AND DISSEMINATION MEDIA		
Detail the means and contents used for the dissemination and execution of the program or performance: guides, manuals, brochures, spaces, content in publications, audio-visual media, networks, etc. directly related to the program presented		--	

A	FACT SHEET
Name of good practice: **APPRENTICESHIP ACCOUNTS**	191
Name of entity sharing good practice: **Vetsland county**	
Responsible project partner: **Årstad vgs - Årstad Upper Secondary Shool**	

Country: **Norway**		Tel: **0047 55 59 51 00**
City: **Bergen**	PC: **5054**	email address: **post.aar@vlfk.no**

B	TARGET GROUP
Targeted persons	**Students in vocational subjects**
Number of young people participating	**Students in vocational education**
Age range	**17 - 20**

C	SHORT DESCRIPTION OF A GOOD PRACTICE

APPRENTICESHIP ACCOUNTS

The teachers enter an online form and describe when and where (name of the company) the students have been placed for the autumn semester and where they have been placed during the spring semester. The form also shows how many students have received an apprenticeship contract and the name of the company. This will give the school an overview of which students have received an apprenticeship and which students have not received an apprenticeship.

D	GOOD PRACTICE IS COORDINATED WITH?

D1. INTERNAL COORDINATION

Who have been the agents involved in the development of the program?	**School administration**
How have the different resources been coordinated to launch the program	**Arranged a meeting with the teachers responsible for the subject**

D2. EXTERNAL COORDINATION

With which entities [public, private, other administrations] has coordination been established for the development of the program? What type of coordination has been established?	Entity name	Responsible person's name
	1. Årstad upper secondary school	**1. Robert Henriksen**
	Cooperation between school administration and teachers	
How has this coordination been carried out?	**Continuously follow up by school administration**	

E	OBJECTIVES

The contact teacher visits the students in the placement to talk to the student and the company. The interviews provide good guidance on what the school can assist with in the training so that the company can offer the student an apprenticeship after finishing school.

The apprenticeship accounts will provide an overview of which students will need help and support in the transition between school and working life.

F	DEVELOPMENT OF THE GOOD PRACTICE

The accounts are filled in continuously by the YFF teacher and the contact teacher (usually the same person). The YFF coordinator uses the accounts to form an overview of who needs help, which companies need to be contacted. In addition, there are regular meetings between YFF coordinator and YFF teachers.

In the further work we need to find out which industries and subjects do we need to link to us as a county and school, to be able to secure more apprenticeships and for more people to get an apprenticeship.

G	INNOVATION AND POSSIBILITY OF TRANSFER		
Does the program represent an innovation in the Municipality?		~~Yes~~	No
Point out the main aspects of innovation		**1. Common overview of the situation for the status of apprenticeship**	
What does this program provide as good practice to other municipalities?		**Give them the same possibility for overview**	
What elements of this initiative could be transferable to other contexts?		--	

H	METHODOLOGY USED	
What methodology is being used?		**Cooperation and management**
Description of the methodology		--

I	EVALUATION	
Indicate the evaluation system used		**Used in every class**
Indicators used and applied to check the progress in the established objectives		**Numbers of students, either with an apprenticeship or with other plans for the future**
Results obtained in the evaluation: quantitative and qualitative data		**Numbers in the form**
Improvement proposals		--

J	HUMAN AND MATERIAL RESOURCES	
Human resources used		**School administration and teachers**
Material resources used		**Digital**

K	SUSTAINABILITY	
What is the current good practice situation?		**Success**
Is its continuity planned?		**Yes**

J	PUBLICATIONS AND DISSEMINATION MEDIA	
Detail the means and contents used for the dissemination and execution of the program or performance: guides, manuals, brochures, spaces, content in publications, audio-visual media, networks, etc. directly related to the program presented		--

A	FACT SHEET

Name of good practice: **APPRENTICESHIP KICK-OFF**		193

Name of entity sharing good practice:

Responsible project partner: **Årstad vgs - Årstad Upper Secondary Shool**

Country: **Norway**		Tel: **0047 55 59 51 00**
City: **Bergen**	PC: **5054**	email address: **post.aar@vlfk.no**

B	TARGET GROUP

Targeted persons	**Vocational students**
Number of young people participating	**All students**
Age range	**17 - 20**

C	SHORT DESCRIPTION OF A GOOD PRACTICE

APPRENTICESHIP KICK-OFF

The school arranges a "Kick off" where they invite companies and training offices to the school. These companies and training offices will offer apprentices and they will be invited to the school by the YFF teacher. Then the companies present themselves and tell the students about the criteria they set for getting an apprenticeship in the company.

D	GOOD PRACTICE IS COORDINATED WITH?

D1. INTERNAL COORDINATION

Who have been the agents involved in the development of the program?	**School administration**
How have the different resources been coordinated to launch the program	**Contact between teachers and company**

D2. EXTERNAL COORDINATION

With which entities [public, private, other administrations] has coordination been established for the development of the program? What type of coordination has been established?	Entity name	Responsible person's name
	1. Bergen county and differnt companies	
	Contact by email and	
How has this coordination been carried out?	--	

E	OBJECTIVES

To tell students about:

- Vacant apprenticeships - will it be good idea to apply for an apprenticeship in several subjects?
- What does the employer emphasize and look for when hiring apprentices?
- Tips for the interview
- What does the workplace expect of an apprentice?
- The apprentice's duties and rights
- What does it mean to be an active applicant?

F	DEVELOPMENT OF THE GOOD PRACTICE

Our goal is for all students who want an apprenticeship to achieve this and we will do our best for the students to master the application process and be ready for working life. Furthermore, the goal of this period is for students to get in touch with companies and training offices that will employ apprentices. Students must be prepared, confident and an active applicant.

G	INNOVATION AND POSSIBILITY OF TRANSFER		
Does the program represent an innovation in the Municipality?		~~Yes~~	No
Point out the main aspects of innovation		**1. Let the companies themselves tell why students should apply to their company and enlighten the students of the criteria of the employment**	
What does this program provide as good practice to other municipalities?		--	
What elements of this initiative could be transferable to other contexts?		**Students can get an early contact with companies and get an idea of what is expecting them.**	

H	METHODOLOGY USED	
What methodology is being used?		--
Description of the methodology		--

I	EVALUATION	
Indicate the evaluation system used		**Interviews with participants**
Indicators used and applied to check the progress in the established objectives		**Numbers of offered apprenticeships**
Results obtained in the evaluation: quantitative and qualitative data		--
Improvement proposals		--

J	HUMAN AND MATERIAL RESOURCES	
Human resources used		**Teachers, students and companies**
Material resources used		**Human (and some coffee)**

K	SUSTAINABILITY	
What is the current good practice situation?		**Difficult due to Covid-19**
Is its continuity planned?		**Yes**

A	FACT SHEET

Name of good practice: MARKING THE WORLD MENTAL HELTH DAY

Name of entity sharing good practice:

Responsible project partner: Årstad vgs – Årstad Upper Secondary School and Årstad Day Psychiatric Clinic

Country: **Norway**	Tel: **0047 55 59 51 00**

City: **Bergen**	PC: **5054**	email address: **post.aar@vlfk.no**

B	TARGET GROUP

Targeted persons	**All students in school**
Number of young people participating	**All students in school**
Age range	**16 - 20**

C	SHORT DESCRIPTION OF A GOOD PRACTICE

Norway marks World Mental Health Day every year on 10 October. Many young people struggle with poor health and we see that for many this will have major consequences for young people's schooling and activity in working life. This day marks the school in collaboration with Årstad day psychiatric clinic. We have different speakers with different topics, where the goal is to give the student information about where they can get help or knowledge and "tools" to handle everyday life in a good way.

Link to the Norwegian marking: https://verdensdagen.no/om-verdensdagen/

Link to The World Federation for Mental Health (WFMH): https://wfmh.global/

D	GOOD PRACTICE IS COORDINATED WITH?

D1. INTERNAL COORDINATION

Who have been the agents involved in the development of the program?	**School administration**
How have the different resources been coordinated to launch the program	**Emails and telephone**

D2. EXTERNAL COORDINATION

With which entities [public, private, other administrations] has coordination been established for the development of the program? What type of coordination has been established?	Entity name	Responsible person's name
	1. Årstad day psychiatric clinic	
	School administration	
How has this coordination been carried out?	**Email and telephone**	

E	OBJECTIVES

- That it becomes easier to share thoughts with others, and to give and receive support
- Less taboo and shame around mental challenges
- To strengthen mental health
- A more inclusive local environment, work environment and school environment
- A more generous society
- Help young people to better take care of their own and others' mental health

F	DEVELOPMENT OF THE GOOD PRACTICE

Each of us has a mental health, and we must be aware of it. Some mental disorders are hereditary, while many mental problems are due to special events or influences in everyday life from the environment. Others may be due to a combination of these.

Not taking care of one's mental health can make it difficult to find a secure foothold in life and to be equipped to meet life's challenges.

For the school, this means that we can facilitate, as far as possible, that the young people can manage to complete their school and education despite their challenges.

G	INNOVATION AND POSSIBILITY OF TRANSFER		
Does the program represent an innovation in the Municipality?		~~Yes~~	No
Point out the main aspects of innovation		1. Collaboration with the clinic 2. Involve students	
What does this program provide as good practice to other municipalities?		Collaboration with the clinic	
What elements of this initiative could be transferable to other contexts?		--	

H	METHODOLOGY USED	
What methodology is being used?		Focus at the on-going problem
Description of the methodology		--

I	EVALUATION	
Indicate the evaluation system used		Talk with teachers about the transparency in students discussion around the theme
Indicators used and applied to check the progress in the established objectives		It´s difficult to measure the progress, it will be more a sense of openness around the issue
Results obtained in the evaluation: quantitative and qualitative data		--
Improvement proposals		--

J	HUMAN AND MATERIAL RESOURCES	
Human resources used		Teachers, students and external speakers
Material resources used		Brochures and posters

K	SUSTAINABILITY	
What is the current good practice situation?		--
Is its continuity planned?		--

A	FACT SHEET

Name of good practice: **THE TV Fundraising**

Name of entity sharing good practice: **Norwegian population, different NGOs every year**

Responsible project partner: **Årstad vgs – Årstad Upper Secondary School and NRK Telethon.**

Country: **Norway**	Tel: **0047 55 59 51 00**

City: **Bergen**	PC: **5054**	email address: **post.aar@vlfk.no**

B	TARGET GROUP

Targeted persons	**All students in school**
Number of young people participating	**All students in school**
Age range	**16 - 20**

C	SHORT DESCRIPTION OF A GOOD PRACTICE

In recent years, the school has participated in this year's TV action. It aims to raise money for a good cause. In 2020, the fundraising campaign goes to WWF's work to combat plastic in the sea.

Link to an English version of the Norwegian TV campaign: https://blimed.no/tv-aksjonen-nrk/english/

In 2019, we participated in building a "mini house" that was sold for the TV campaign. In 2020, we will participate with a school race for income for this year's TV campaign.

D	GOOD PRACTICE IS COORDINATED WITH?

D1. INTERNAL COORDINATION

Who have been the agents involved in the development of the program?	**Cooperation between all departments at Årstad**
How have the different resources been coordinated to launch the program	**Scheduled meetings**

D2. EXTERNAL COORDINATION

With which entities [public, private, other administrations] has coordination been established for the development of the program? What type of coordination has been established?	Entity name	Responsible person's name
	1. Vestland fund raiser organization	**1. Anna Eggum Lien**
	Meetings	
How has this coordination been carried out?	**Regular contacts**	

E	OBJECTIVES

- Active participation in charity work can give a feeling of mastery for many young people
- To mean something to society or someone.
- Participate in the community both nationally and internationally

F	DEVELOPMENT OF THE GOOD PRACTICE

To get the youth involved and actively participate in various charity work Increased awareness of the challenges facing society and the world when it comes to charity work and nature conservation.

G	INNOVATION AND POSSIBILITY OF TRANSFER		
Does the program represent an innovation in the Municipality?		~~Yes~~	No
Point out the main aspects of innovation		1. Awareness of on-going challenges within health, poverty and environment in other parts of the world 2. Us common fundraising as a way for helping others	
What does this program provide as good practice to other municipalities?		**Show how we can make a difference**	
What elements of this initiative could be transferable to other contexts?		--	

H	METHODOLOGY USED
What methodology is being used?	**Collaboration**
Description of the methodology	--

I	EVALUATION
Indicate the evaluation system used	**Numbers of students and teachers which are participating**
Indicators used and applied to check the progress in the established objectives	**Regular meetings**
Results obtained in the evaluation: quantitative and qualitative data	**Success, Årstad raises between 1000 to 5000 euros every year**
Improvement proposals	**More local departmental activities at school**

J	HUMAN AND MATERIAL RESOURCES
Human resources used	**Teachers and students**
Material resources used	--

K	SUSTAINABILITY
What is the current good practice situation?	**Success**
Is its continuity planned?	**Yes**

J	PUBLICATIONS AND DISSEMINATION MEDIA
Detail the means and contents used for the dissemination and execution of the program or performance: guides, manuals, brochures, spaces, content in publications, audio-visual media, networks, etc. directly related to the program presented	**https://www.plan-norge.no/tv-aksjonen-2021**

MY LEARNING DIARY

MY LEARNING DIARY

We suggest you use this tool as a process to reflect on a document about your learning process and about yourself.

It will give you the ability to turn ideas into actions, to become more creative and innovative and you'll find out that you will be able to manage projects autonomously. What would you like to do with your life?

Please take your time, be honest with yourself and read it through every 4 months. You will discover that you have the key to a new way of doing things. You will realise that everything is possible. You have the power to change what you want, what you need. You will know that action is reaction.

It's your responsibility to become happy and joyful.

Name:

_____

Surname:

_____

Age:

_____

My hobbies and interests:

_____

_____

_____

My personal learning needs:

_____

_____

_____

Instructions: To be done in group

_____

_____

_____

SET GOALS

Request for help.I need some help in this area:

General daily life skills (exemple self-care, hygiene, etc.)

- Physical Health
- Family relationships
- Housing
- Income
- Justice
- Social Participation
- School / Daytime activities
- Social Network
- Addiction
- Other, namely:

Problem

This is what I find difficult

My plan

This is what I want to achieve

This is what it looks like, when I have achieved my goal

It is important to me because...

I want to reach my goal at (date):

I am good at it at the moment...

COMPLIMENTS DAY

In groups of 6.

Sometimes it is necessary to hear from others what they think it is nice, sweet, or good about you. Write your own name in the centre of the circle. Have each group member write a compliment about you on every line.

Circle three words that tipify your day today

You will soon share with the group why you chose these words.

Do this exercise each week and find the differences.

Instructions: To be done at home or in the park but please, alone.

GOOD MOOD
MY INTERESTS

1. Write down three things that made you happy yesterday:

2. How do you ensure that you can do activities that give you energy in the daily life?

3. Think of a situation of today that was important to you. It can be either a positive or a negative situation.

What was the situation?

Who were there?

Where did it happen?

When did it happen?

What was your task?

3. Think of a situation of today that was important to you. It can be either a positive or a negative situation.

What was expected from you?

What did you want to achieve?

What exactly did you say or do?

How did it end?

WHAT DO YOU LIKE?

https://liceo6.weebly.com/uploads/7/1/5/4/7154339/cuestionario_vocacional.pdf

This link is in Spanish

https://www.educaweb.com/orientacion/intereses-profesionales/

Choose the occupational group that best suits your purposes and professions or occupations that may interest.

What things make you happy? List them:

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.

16.

17.

18.

19.

20.

21.

22.

23.

24.

25.

Have a look to next page so it can give you an idea*

1. Trades

2. Agricultural activities, food, fishing and mining

3. Transportation

4. Security forces and protection services

5. Administrative support. Office work

6. Commerce (economics and business)

7. Social services

8. Education and culture

9. Humanities and social sciences

10. Health sciences

11. Natural Sciences and Mathematics

12. Technique and technology

13. Arts

14. Physical education and sports.

What does it mean?

1. **TRADES:** The main characteristic that frames the activities carried out by the professionals belonging to this occupational group is manipulative ability. it is considered the most valuable competence for the execution of these jobs, the trades. In some occasions aided by machinery and specific tools, the manipulative aptitude is essential. Eg: hairdresser, glazier, dressmaker, upholsterer, blacksmith, watchmaker, jeweler, bricklayer, plasterer, etc

2. **AGRO-LIVESTOCK, FISHERIES AND MINING:** Activities carried out in the field, livestock, fishing and mining: Agriculture, livestock, horticulture, floriculture, mining, stonemasonry, fishing, experts in fish farm work, forestry agents, etc.

3. **TRANSPORTATION:** Professions related to land, sea or air transportation of travelers or merchandise. Eg bus driver, trucker, taxi driver, railroad, subway conductor, merchant ship captain, cruise ship officer, civilian pilot, etc.

4. **SECURITY CORPS AND PROTECTION SERVICES:** Professions whose primary functions consist of the defense of the territory, the maintenance of public order, prevention and investigation of conduct crimes and the protection of people or property. Eg, officer or non-commissioned officer of the armed forces, local police, civil guard, squad boy, jury guard, bodyguard, watchman, etc.

5. **ADMINISTRATIVE SUPPORT. OFFICE WORK:** It is made up of professions whose main performance is management administrative: writing, reading, transcription, selection, elaboration and

filing of documentation related to an entity, group, organization or company, can involve or not direct attention to the public. Bank clerk, manager administrative, secretary, telephone operator, postal officer, receptionist, etc.

6. **COMMERCIAL (ECONOMY AND BUSINESS):** Professions related to the world of commerce, sales, business and corporative life. Eg. economist, merchant, salesperson, agent exchange and stock exchange, investment advisor, insurance agent, management and administration, marketing, public relations, consumer services (hairdressing, hospitality, tourism), etc.

7. **SOCIAL SERVICES:** This group is made up of professions that report a service to people for the good development of society by promoting equality and justice, so that the community acquires the basic constitutional rights. They provide help and welfare to the people in need: attention to risk groups, analysis of problems such as marginalization. They also care for and advice families undergoing serious socioeconomic situations. They also work on the integration of the disabled. It requires empathy skills, social skills, and a clear orientation / concern / social awareness: Geriatrics, social work, social education social, religious people.

8. **EDUCATION AND CULTURE:** They involve work related to training and education, culture and dissemination of the information. Eg. primary or secondary teacher, special education teacher, counceling, pedagogue, free time monitor, librarian, translation and interpretation, museum management.

9. **HUMANITIES AND SOCIAL SCIENCES:** Professional areas related to the study of Human Sciences and Social Sciences, such as sociology, law, philosophy, psychology, philology, history, journalism, news writing on radio, TV, etc.

10. **HEALTH SCIENCES:** Professions related to the prevention, diagnosis and treatment of Health. Eg, medicine, nursing, pharmacy, veterinary, clinic assistant, physiotherapy, occupational therapy, optics and optometry, dental prosthetics, etc.

11. **NATURE SCIENCES AND MATHEMATICS:** Professions related to experimental or physical-natural sciences and Math. Eg Professionals specialised in Biology, Physics, Chemistry, Geology, Marine Sciences, Mathematics, Statistics, etc.

12. **TECHNOLOGY:** It groups the professions related to Mechanics, Technology of the Information and Communication (IT, Communications, system analyst, scientific applications analyst, programmer, expert in communication networks and Internet, etc), Engineering (Industrial agronomists, forestry, materials, electronics, telecommunications, roads, etc.); other professions in this group are those linked to architecture, as well as technical specialists in graphic arts, automotive, electrical, electronics, sound technician, gemology, etc.

13. **ARTS:** Professions related to the seven classical arts are included here: Literature, Painting, Sculpture, Architecture, Music, Dance and Cinema, in addition to the applied arts and dramatic art. Eg. musician, novelist, sculptor, decorator, restorer of works by art, screenwriter, actor

14. **PHYSICAL EDUCATION AND SPORTS:**

WHAT DO YOU LIKE TO DO

Find out in the list below. Read them very carefully. Select four of the abilities below. Your four best personal skills or aptitudes:

1. Artistic
2. Numerical
3. Leadership
4. Musical
5. Physical-sports
6. Guide
7. Linguistics
8. Didactics
9. Concentration
10. Mechanics
11. Of persuasion
12. Mathematics
13. Scientific
14. Space. Knowing how to distinguish differences in shapes, volumes, and positions in space. Ability to mentally represent figures or objects in two or three dimensions.
15. Social
16. Administrative

WHAT DO YOU VALUE AT WORK

Occupational values are those that people consider important at work and expect them to offer them satisfaction in pursuing a certain occupation.

Check the list of occupational values presented here and choose the four that are most outstanding for you, the four values that you would most like to see realized in your future professional activity.

Have a look to next page so it can give you an idea*

1. Availability of free time
2. Independence
3. Achieve prestige
4. Altruism
5. Guided or supervised work
6. Creativity
7. Social relationship
8. Assume power and responsibility
9. Occupation security
10. Good salary
11. Routine activity. Work that is not complicated, that is organized on the basis of repeating the same or similar tasks.
12. Variety-Diversity

What does it mean?

1. **Availability of free time:** Have an occupation that allows flexibility, and gives you time to do other activities.

2. **Independence:** Being able to fulfill occupational tasks autonomously, enabling the achievement of your own ideas, convictions, developing your own perspective or protocols of action to achieve the objectives or results required.

3. **Achieve Prestige:** Acquire recognition, reputation, popularity through success at work. Stand out among people who do the same work, who have the same job.

4. **Altruism:** Being able to help others and facilitate their well-being. Solidarity with social problems and difficulties.

5. **Guided or supervised work:** Act under the direction or orders of others, without having any responsibilities.

6. **Creativity:** Having an occupation where you can come up with new ideas, using your imagination. Developing thoughts, making proposals and raising possibilities as a result of your ability to create through an imaginative process.

7. **Social Relationship:** Work with people. Communication, social exchanges. Have the chance to meet people, develop social relationships.

8. **Assume power and responsibility:** Be the leader or head of the group at work. Have the ability to make decisions. Be the leader, the person who guides and is responsible for other people's actions. Coordinate, supervise, motivate, direct, and advise.

9. **Occupational safety:** Having a permanent or stable job, where the probability of being unemployed / unemployed is low, work and wages are guaranteed for a lifetime. The perception of job stability and security.

10. **Remuneration:** Receive a good salary for the work performed.

11. **Routine activity:** Carrying out a job with little complexity, very organized in a closed system, where the development of daily activities is very similar day after day. Activities that are always the same. Little change in involved. It is easy to acquire dexterity in the execution of the tasks involved, which are usually repetitive.

12. **Variety-Diversity:** Having the opportunity to undertake different tasks or jobs, which may involve a certain amount of adventure, open work systems, where development is not always known, and they can achieve results through different pathways.

MY PATH

Have you ever thought that you could study something related to any of your interests? VET, University, Non formal education (Erasmus+), training courses, Solidarity Corps...

1. What do you think you could do for a living in the future?

2. Which do you think you could talk about during an assessment? Stakeholders...

Now it depends on you to become what you want!

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Some of the sessions gave been inspired in <u>Creando's Futuro</u> methodology for youth participation

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