



Lifelong
Learning

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Early School Leaving and Lifelong Guidance



EUROPEAN LIFELONG
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Annemarie Oomen & Peter Plant



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Abbreviations

CEDEFOP	European Centre for the Development of Vocational Training
CMS	Career Management Skills
CVET	Continuous Vocational Education and Training
ELET	Early Leavers from Education and Training
ESL	Early School Leaving, also used to refer to early school leavers in this paper
EU	European Union
ISCED	International Standard Classification of Education
NEET	Not in Education, Employment or Training
OECD	Organisation for Economic Co-operation and Development
PES	Public Employment Services
SEN	Special Educational Needs

Country codes

EU-28	European Union		
AT	Austria	IS	Iceland
BE	Belgium	IT	Italy
BE _{nl}	Belgium – Flemish Community	LT	Lithuania
BG	Bulgaria	LU	Luxembourg
CH	Switzerland	LV	Latvia
CY	Cyprus	MT	Malta
CZ	Czech Republic	NL	The Netherlands
DK	Denmark	NO	Norway
DE	Germany	PL	Poland
EE	Estonia	PT	Portugal
EL	Greece	RO	Romania
ES	Spain	SE	Sweden
HU	Hungary	SI	Slovenia
FI	Finland	SK	Slovakia
FR	France	TR	Turkey
HR	Croatia	UK	The United Kingdom
IE	Ireland		

Executive Summary

Why? Early school leaving (ESL) is costly for the individual, for society and for the economy. Not just in economic terms, but also in terms of low self-esteem, and the risk of social exclusion. More, and, in particular, better education can lead to positive outcomes, in relation to employment, level of salaries, better health, less crime, higher social cohesion, lower public and social costs, and higher productivity. This is why ESL is a policy focal point. In these terms, lifelong guidance has a key role to play in terms of both prevention, intervention, and of compensation strategies.

What? ESL is not a fixed concept. In some contexts it is used interchangeably with alternative terms: 'ELET (Early Leavers from Education and Training)', 'interrupted learners', 'school dropouts', 'NEET' (Not in Education, Employment or Training). All these phenomena are defined differently. The statistics mirror these different approaches:

- Eurostat deals with the percentage of 18–24 year olds who have attained lower secondary education or less (ISCED 0, 1, 2 or 3c short), and who did not take part in education or

training during the four weeks preceding the survey

- The OECD looks at the percentage of adults who have attained upper secondary education (ISCED 3, excluding 3c short)
- On a national level, governments may apply dissimilar yardsticks.

In short, ESL is more than dropping out of school, or, in some cases, being pushed out of school at an early stage. ESL represents a concern about the personal, institutional, and social obstacles to unfolding the ideal of lifelong learning in practice. This is where lifelong guidance may help to remove some of the stumbling blocks, both on an individual and an institutional level.

How? A multitude of approaches to combating ESL have been adopted across Europe. Each country has its own strategy. What they have in common is the effort to motivate students to stay on in education, to be motivated to continue their education, and to find meaning in learning. Schools and other educational/training institutions, on the other hand, struggle to develop educational inclusion in making

space for students with complex learning, social, and economic challenges. Lifelong learning represents the principle that it is never too late: there is room for, and indeed a need for, recurrent education and training, for second chance education, for flexible learning paths, and thus for lifelong guidance. As illustrated in the Annex at the end of this Concept Note, guidance plays a pivotal role in creating smooth transitions, and a more inclusive learning

environment, and in establishing outreach services and second or third educational opportunities. ESL should never be the final stage in terms of learning, whether this is formal, non-formal, or informal. In this report, these approaches are represented through a number of examples of such strategies and practices, with a view to the role of lifelong guidance in relation to combating ESL, and with a particular focus on the advocacy and feedback roles of guidance.

1. Policy context

Early school leaving (ESL) is costly for the individual, for society and for the economy. Not just in economic terms, but also in terms of low self-esteem, and the risk of social exclusion. More, and, in particular, better education can lead to positive outcomes, in relation to employment, level of salaries, better health, less crime, higher social cohesion, lower public and social costs, and higher productivity. This is why ESL is a policy focal point. In these terms, lifelong guidance has a key role to play in terms of both prevention, intervention, and of compensation strategies.

The European Commission has addressed ESL on several occasions. These are some examples:

- In June 2010, the EU education ministers agreed on a framework for coherent, comprehensive, and evidence-based policies to tackle early school leaving. This was followed up in June 2011, when the Education Council adopted a recommendation on policies to reduce ESL¹.
- A Thematic Working Group on ESL, bringing together policy makers and practitioners from nearly all EU countries, as well as NO, IS, and TR, has looked at good practice examples in Europe and exchanged experiences in reducing early school leaving. A report produced in November 2013 (EC, 2013a)² states that policies to tackle ESL need to address all levels of education.
- A more recent report from Eurydice (2014) gives a comprehensive overview of the state of affairs across Europe in addressing strategies, policies and measures to combat ESL. One of the sections of this report is devoted to education and to career guidance; this measure receives special attention in this report as guidance is identified by a large majority of European countries as beneficial for tackling early leaving from education and training. The report discusses the role of guidance in prevention, intervention and compensation actions related to ESL.

¹ <http://eurlex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2011:191:0001:0006:en:PDF>

² <http://ec.europa.eu/social/BlobServlet?docId=9690&langId=en>

2. Brief summary of the current state of play:

- Current EU policies related to ESL link the issue of ESL with employment, health, economic and other issues.
- Combating high drop-out rates across Europe is among the key targets³ of Europe 2020 Strategy. The Strategy has some major political and social-economic rationales:
 - better skills-sets for European citizens, providing a more inclusive (e.g. in migrant areas, Roma, rural, or slum urban areas) and a “smarter” society;
 - linking with future skills needs (based on the CEDEFOP prognosis, many new vacancies will be available for ISCED 3–4 level, while ISCED 1–2 needs will decline⁴;
 - lower drop-out rates and better skills might contribute to better health and longer working-life⁵.
- The modernisation of the Public Employment Services (PES), in line with the PES 2020 Strategy Output paper (EC, 2013c) encourages their member organisations role in partnerships aimed at reaching out and activating young unemployed, NEETS and in delivering the Youth Guarantee.

2. Brief summary of the current state of play: ESL in EU Member States

One of the Europe 2020 targets is reducing ESL to less than 10%. Since 2011 each EU Member State has set their national ESL target, and annually submits a National Reform Programme to the European Com-

³ http://ec.europa.eu/europe2020/europe-2020-in-a-nutshell/targets/index_en.htm

⁴ <http://www.cedefop.europa.eu/EN/about-cedefop/projects/forecasting-skill-demand-and-supply/skills-forecasts.aspx>

⁵ <http://skills.oecd.org/>

mission to show progress and how this has been accomplished. In 2013⁶, according to Eurostat, the EU28 average ESL or ELET rate was 12 %, a decrease compared to 13.9% in 2010 and 14.7% in 2008. However, the rates in that year varied considerably across the EU, from below 5% (HR and SI) to above 17% (ES, IT, MT, PT and RO).

- Some Member States have ESL rates above 10% with little progress or stagnation in recent years: BE, ES, HU, IT, RO and TR.
- Other Member States with ESL rates above 10% have shown a significant progress since 2009: BG, EL, IS, MT, NO, PT and UK.
- Member States with ESL rates below 10% that have faced an increase or stagnation recently: CZ, PO, SE and SK.
- More than half of the EU countries have ESL rates below 10% and have made further progress in recent years: AT, CH, CY, DE, DK, EE, IE, FR, HR, LV, LT, LU,NL, SI and FI.

3. Definition of Early School Leaving – different approaches

What is Early School Leaving (ESL)?

One of the challenges in dealing with ESL on a European level is that there is no common understanding across Europe concerning the definition of ESL. Whereas the problems associated with ESL are widely recognised, there is no common approach to dealing with ESL.

- *Different definitions*

ESL is not a fixed concept. In some contexts it is used interchangeably with alternative terms:

⁶ <http://epp.eurostat.ec.europa.eu/tgm/table.do?tab=table&init=1&language=en&pcode=tsdsc410&plugin=1>

'ELET (Early Leavers from Education and Training)', 'interrupted learners', 'school dropouts', NEET (Not in Education, Employment or Training). All these phenomena are defined slightly differently.

- Eurostat looks at the percentage of 18–24 year olds who have attained lower secondary education or less (ISCED 0, 1, 2 or 3c short) and who did not take part in education or training during the four weeks preceding the survey (EC, 2013b).
- The OECD looks at the percentage of adults who have attained upper secondary education (ISCED 3, excluding 3c short) (OECD, 2013).
- And on a national level, governments may apply different yardsticks. NL, for example, applies the term ESL to the percentage of students who left education before they attained qualifications on ISCED level 3 (Onderwijsraad, 2013)

What the ESL definitions have in common is that they focus on the attainment of a certain level of schooling and learning of the population. This reflects the overall view that the potential of youth should be utilised and developed through learning. In addition, ample evidence shows that the ESL are more at risk of unemployment and social exclusion, resulting in financial and non-financial costs to themselves and, in the longer run, to the society (EC, 2013b).

- **School dropouts/ interrupted learners**
Recently the European Commission distinguished the ESL/ELET from 'school dropouts' or 'interrupted learners'. As the latter term suggest, these notations refer to those who discontinue an ongoing-course during a school term (EC, 2013a).
However, the published ESL/ELET numbers relate to the recent ESL, i.e. at the point of school leaving. This tends to disregard the fact that some ESL find their way back into edu-

cation, and actually reach the projected level of schooling and training. This is often done through second chance education. In NL, for example, 33% of the ESL returned to formal education within three years, often with success (Van Wijk et al., 2011). In Australia 82% of the ESL returned within five years; the chances of re-engagement peaked three months after leaving school and fell sharply thereafter. Being an ESL for 12 to 18 months lowered the chances of re-engagement, as was the case for those who left because they either had a problem with school, or were not doing well at school (Polidano, Tabasso and Tseng in: Sweet, 2012).

- **NEET**

There is some overlap between ESL and NEET (Not in Employment, Education, or Training), as the NEET category is defined by Eurostat: 'NEET encompasses all unemployed and inactive young persons (15–24 year olds) who are not employed and have not received any education or training in the four weeks preceding the survey'.⁷ The NEET is a heterogeneous group with a wide variety of backgrounds: from disadvantaged, disengaged youth to highly educated young people. The reasons for the NEET status range from becoming NEET as a school dropout, losing a job, or deciding to be NEET. The NEET group includes young people who have no or little control over their situation: for instance due to being unemployed, ill, disabled, or a young carer. Some sub-groups of NEETs, however, do have control over their situation: for instance youngsters who are not seeking work, education or training, and who are not constrained from doing so by other obligations or incapacities. The NEET category also includes those youngsters who are involved in activities such as unpaid voluntary

⁷ http://epp.eurostat.ec.europa.eu/statistics_explained/index.php/Glossary:NEET.

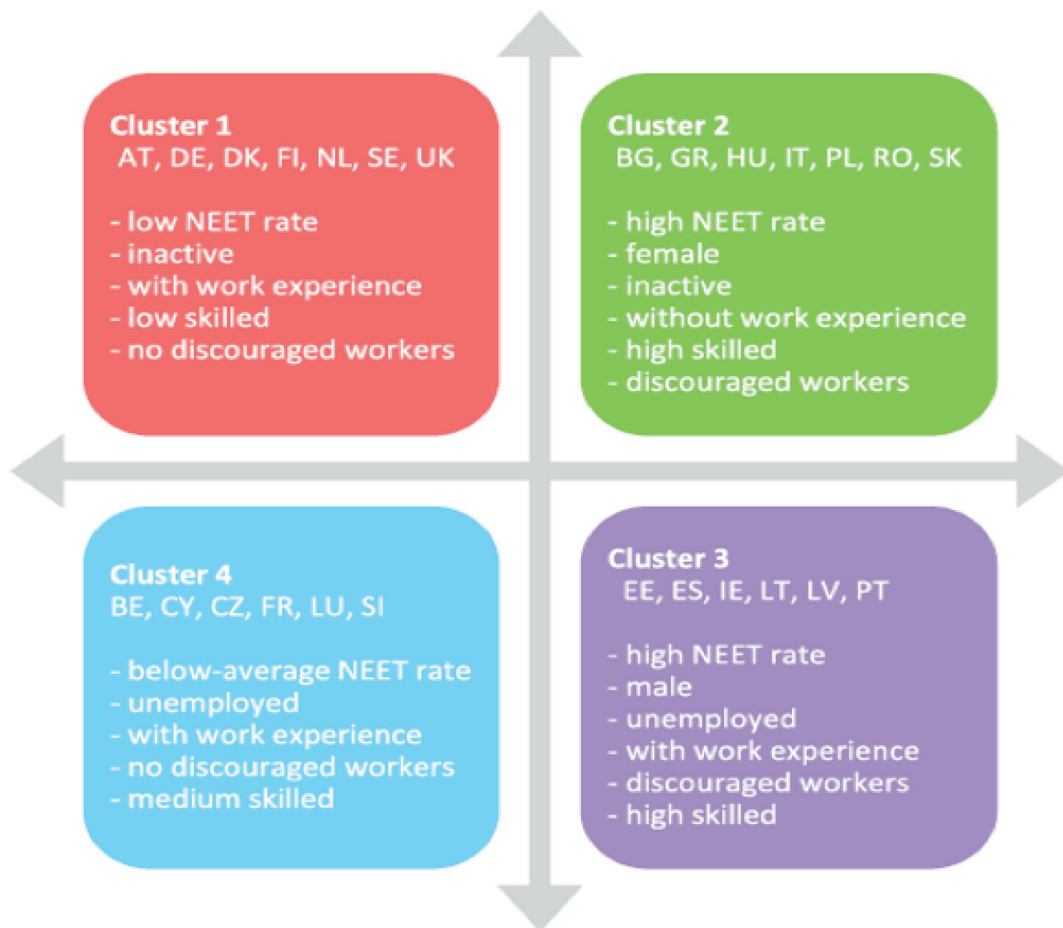
3. Definition of Early School Leaving – different approaches

work, art projects, and travelling during a ‘gap year’ (Eurofound, 2012).

According to Eurostat, in 2013⁸ the EU28 average NEET rate was 13 %, a slight decrease from 2012 but still high compared to the 12.7% in 2010. The rates⁹ vary considerably across the EU, with rates from below 5.2% (LU, NL) to above 18% (BG, CY, EL, ES, HR, IT, and TR). There are also notable variations across regions within countries.

The composition of the NEET population in the Member States is diverse. Besides the NEET rate, the share of men and women, the level of education and skills, previous experience of work, and the number of discouraged workers differs considerably. Member States can be clustered by the characteristics of their NEET population as shown in the Figure 1 below.

Figure 1: European countries clustered according to NEET rates and characteristics of their NEET population



Source: Eurofound, 2012.

⁸ <http://epp.eurostat.ec.europa.eu/tgm/table.do?tab=table&init=1&language=en&pcode=tipslm90&plugin=0>

⁹ http://epp.eurostat.ec.europa.eu/statistics_explained/index.php/Glossary:NEET

4. ESL related factors

ESL is a multi-faceted and complex issue. It is a result of personal, social, economic, community, education and/or family-related reasons: a gradual process that cumulates over time (EC, 2013b). In general, a student will not decide to end a school career from one day to another. It is often preceded by a period of doubt and truancy after lengthy periods of difficulties and with early warning signs of dropping out: poor grades in core subjects; low attendance; grade retention, and disengagement in the classroom, including behavioural problems (Kennelly and Monrad, 2007). In this situation, an incident may be the straw that breaks the camel's back with the effect that the student leaves school.

Among the ESL, there can be found a high number of male students with migrant background and lower socio-economic status. Cultural barriers, such as language, and deprivation and poverty contribute to their decision to leave school early. Although the effect of the parental background on ESL varies across the Member States, still many ESL have lower-educated parents (Lavrijsen and Nicaise, 2013). Parental interest in schooling is a crucial predictor of the individual dropout decision as is motivation. For staying motivated, the quality of the peer group and teachers with whom the student engages are essential (DeWitte et al., 2010).

In the literature, the roles of the economy, politics, and society in general are not considered, and the organisation of the school systems and its effects on ESL are still underexplored (De Witte et al., 2013a). The labour market can act as a 'pull' and 'push' factor in the ESL process. High unemployment may encourage youngsters to continue their studies or it may discourage them to finish school. The latter is the case if youngsters observe that adults in qualified and unqualified jobs face the same unemploy-

ment rate. Findings from a comparative EU study show that a growing economy in terms of the GDP encourages students to stay on at school (De Witte et al., 2013b).

Structural characteristics of the education system, such as grade retention, inflexible education pathways, and transition points may contribute to high ESL rates, as do school features such as an unsafe school climate, disengaging education, or lack of student participation (EC, 2013b). On average, the Member States have been the most successful in tackling ESL among 18- and 19-year-olds, compared to ESL amongst 23- and 24-year-olds (a decrease respectively of 17.6% and 16.1% for the 18/19 year olds versus 6.1% and 8.4% for the 23- and 24-year olds). These results suggest that schools manage to keep students in education longer, whether this relates to ESL policies or to the on-going economic crisis (EC, 2013b) in which school retention may be perceived as an alternative to unemployment.

Early tracking in the educational system appears not to have a significant impact on ESL. De Witte et al. (2013b) argue that schools selecting students based on cognitive ability lead to school competition, quality in teaching and learning and prevent school fatigue and drop-out. The downside, however, is that the earlier students drop out of the perceived 'rat race', the less they participate in further learning. Another finding is that a well-developed vocational track may reduce ESL due to the direct utility of a secondary educational degree for students. Finally, the longer the duration of compulsory education, the lower the risk of school drop-out (De Witte et al., 2013b).

- **Drop out vs. Push Out**

In recent years there has been a growing recognition that cross-sectoral policies and programmes can and should play a growing role in efforts to prevent young people from leaving

education early. This means that ESL is understood as a problem of the educational system, society and the school, rather than as a problem caused only by the young person and his/her family, background or peers (Nevala and Hawley, 2011).

However, the focus is still, both in policy terms and on a practical level, on emphasising the individual deficits and difficulties. In most cases, the individual, rather than the educational institution, is seen as the problem. This is reflected in the labelling of people who do not take part in formal education or leave educational institutions. For ESL and NEET one common label is 'educational drop outs'. What these individuals have in common is that they do not fit easily into mainstream education. Or, rather, that mainstream education does not fit their needs. This highlights the point that these individuals may in fact be push-outs, rather than drop outs. Rather than having 'dropped out', they may often have been 'facilitated out', in other words: driven out of the common education system by teachers' and other personnel's low aspirations and incitements to leave (cf. Vizcain, 2005, in: De Witte, 2013a).

How is the problem viewed? That is the question. Is it viewed as an individual problem, or as an institutional/societal problem? 'What is the problem represented to be?' asks Bacchi (2009) in her discourse analysis approach. This is important, as the framing and conceptualizing of the problem at hand also determines the strategies and interventions to solve the problem. In this case, the problem is represented as an individual lack of self-esteem, stamina, personal clout, social capital, or personal drive and motivation. Conversely, this list of deficits may be viewed as symptoms of institutional difficulties or deficits, or of societal difficulties or deficits. This is an alternative representation of the problem, and it calls for alternative answers. 'Perhaps the focus should not so much be on

dropping out as a problem of perceived or actual failures of pupils, schools and the costs associated to it, but on dropout as an indication and origin of fundamental inequities' (Smeyers and Depaepe, 2006). This perspective shifts the focus towards school attendance and completion as a right of citizens that is to be safeguarded in any democracy and calls for a more nuanced view on the many dropout determinants (cf. Dorn, 1996, in: De Witte, 2013a).

Interventions are often remedial, as they aim at solving problems which are already prevalent and urgent, whereas an emphasis on more preventive measures such as innovative learning methods are rarer as they are often more difficult to measure or legitimise. Moreover, mentors, coaches, teachers, and guidance workers acting in a preventive mode may be seen as playing the role of the Trojan Horse in the very institutions of which they are an integral part (Plant, 2005). In these terms, two important guidance roles should be highlighted: *advocacy* (speaking on behalf of the student/client), and *feedback* (feeding guidance experiences and evidence back to the very systems/institutions which produced ESL in order to change procedures, approaches, and policies).

- **Schooling and learning: informal/non-formal/formal learning**

The ESL indicator is in many cases defined as the percentage of the population aged 18–24 with a certain level of education and not in further/higher education or training. This raises a number of important issues in relation to the concept of lifelong learning and in relation to the different types of learning (formal, non-formal, informal). Lifelong learning represents the idea and the ideal that it is never too late: there is room for, and a need for, recurrent education and training, for second chance education, for flexible learning paths and other such measures. In practical and policy terms, early leavers from

education and training are labelled as early school leavers if they leave school after secondary education. They may have completed their compulsory education or schooling, but they are still considered to be early leavers; too early for their own good, and for the good of society. This builds on the assumption that schools, as institutions, are important places for learning. This may indeed be the case, but more often than not this is not the case for early school leavers. This may be why they leave school. In addition, the focus on schooling puts the emphasis on the formal part of learning: following a fixed curriculum, sitting for exams, getting a certificate. This particular focus tends to disregard other important forms of learning, i.e. non-formal and informal learning. The two latter forms of learning may be of utmost importance for early school leavers in terms of learning. In some Member States, this is recognised in the educational legislation. In DK, for instance, schooling is not obligatory, whereas education is. In practical terms, this means that hybrid forms of learning exist within mainstream education, blending for instance practical training in a workplace three days a week with school work two days a week. This also counts as education.

5. ESL, policy-making, prevention, and career education

Important aspects for policy-makers:

- The way ESL is defined and tackled on a national level in the Member States is linked to the way how the problem is perceived, and accordingly, the data collected and policies developed.
- In terms of ESL policy development, Member States and their regions face different challenges depending on their definition of ESL, their education and training systems, economic situation and structure of local labour markets.
- Linking ESL with NEET-approaches, it is widely agreed that unemployment after leaving education and early in a young person's working life can have long-term or 'scarring' effects (Nordström-Skans, 2004).
- It is essential to know and understand why some youngsters might end up as NEET/ESL and what social, economic, personal and educational factors may increase the risk of this. Many of the factors are cumulative.
- Particularly youngsters with a low level of educational attainment, a disability, an immigrant background or those who live in a remote area are more likely to become NEET/ESL as do youngsters whose parents are divorced, unemployed and/or have a low income (Eurofound, 2012). Furthermore, it is important to highlight that as a result of the economic crisis, a large share of young adults with tertiary education are now also at risk of ending up with a NEET status.
- Raising educational participation and reducing unemployment seem to have a substantial effect on the level of youth unemployment and inactivity. However, links between unemployment and inactivity are not straightforward as far as to educational participation is concerned. This suggests that unemployment and inactivity among young people should not be treated identically in policy terms (Sweet, 2012).
- Within the ESL/ELET indicators outlined above, two subgroups can be distinguished which behave differently, depending on the circumstances. Some youngsters leave during or after initial/formal education, whereas others drop out but re-enter non-formal education or training. The latter group is relatively small. But policy-makers need to be aware of the importance of this latter group of 'second chance learners' and remove barriers for accessing lifelong learning (De Witte et al. 2013b).

- Many reviews stress the heterogeneity of the NEET group regarding labour and/or learning readiness and emphasise the importance of policies that adopt a range of innovative initiatives able to reach these youngsters and of addressing diverse needs.
- For example, a classification of young people who are NEET in a UK cohort study (Spielhofer et al., 2009) suggests three groups:
 - More than two-fifths of youngsters (41% of the total) are open to learning.
 - A similar proportion (38% of the total) faces many personal and structural barriers, coming from deprived backgrounds, with no recent employment history, and low educational attainment. They are likely to remain NEET in the medium-term.
 - A fifth of young people are classified as 'undecided NEET' – with negative school experiences/attitudes and lacking the resilience and skills to take up available, but for them dissatisfying opportunities.

Although schools play an important role in addressing ESL, they cannot and should not work in isolation. National ESL policies should be cross-sectoral by nature, involving stakeholders from policy areas such as youth, social/welfare, employment, health, governance and co-operation, data collection and monitoring, while the focus of the ESL policies should be on prevention, intervention and compensation.

- *Prevention* seeks to avoid the conditions from arising where processes leading to ESL can start and requires initiatives at system level.
- *Intervention* addresses emerging difficulties at an early stage and seeks to prevent them from leading to ESL. Intervention takes place at individual school level and includes student-centred measures.
- *Compensation* measures offer opportunities for

education and training for those who have interrupted their education: second chance opportunities, re-entering education and training, and comprehensive support.

These three approaches are mirrored in a comprehensive Eurydice Report (European Commission/EACEA/Eurydice, 2014) on ESL. Interestingly, this echoes earlier findings from the Pan-European actions research programme Eurocounsel, which also highlighted these three approaches to guidance: *preventing, solving, and coping* (Watt, 1998).

In terms of preventive aspects, career education in its many forms may play an important role in terms of preventing ESL. Career education may include a number of varied activities, many of which point to the importance of broadening the scope of educational and vocational career decisions in a lifelong perspective, including for example, work experience programmes, job shadowing, career games, or taster courses in other types of education. All such structured activities aim at encouraging students to see their career in terms of lifelong development, and to look beyond their immediate limitations with a view to create a higher level of meaningfulness in their current and future educational paths. They are encouraged to view their career work in terms of Career Management Skills (CMS) (ELGPN, 2012).

Career education may be taught as a compulsory topic, it may be a separate subject, or it may be embedded in the curriculum as a cross-curricular subject, and this may be carried out by specialists or non-specialists.

A comprehensive Career Education programme throughout school is the backbone of preventive approaches, whoever delivers the programme as part of the curriculum. A key factor in schools is the teaching-staff (Feerick, forthcoming). Teachers play an important role in the learning outcomes and in the measures in tackling ESL, whether related to the school climate, school engagement, supportive and individualised learning environments, early warning systems, or co-operation with parents

and other stakeholders (EC, 2013b). In order to make the school more attractive to students, several recommendations are made to Member States to strengthen the teaching profession, which include a structured induction programme with professional, social, and personal support, along with continuing professional development for both teachers and school leaders. High standards are needed for teacher educators both in academic as in teaching experience perspective (EC, 2013b).

6. Comprehensive approaches

In short, the current EU approach requires a shift from implementing separate ESL measures to introducing comprehensive policies that focus on the causes of ESL. Twelve key policy messages identify the critical conditions for successful policies against ESL, one of which (#11) is concerned with guidance and counselling: ‘Strengthen guidance to ensure young people are aware of the different study options and employment prospects available to them. Ensure counselling systems provide young people with both emotional and practical support’ (EC 2013a, p. 5).

In this list, guidance is mentioned as one component of twelve important policy areas, but the guidance and counselling concepts and activities are not explored beyond creating awareness of options and providing support. In NL, for example, ESL in the first year of CVET is caused to a large extent by what is labelled ‘the wrong study choice’ (Allen and Meng, 2010).

The situation calls for a stronger emphasis on the contribution which guidance may bring as a measure to combat ESL. Here, it is worth emphasising that guidance is more than awareness-raising, supportive or informational activity or a face-to-face interview. Ford (2002) identified Informing, Advising, Counselling, Assessing, Enabling, Advocating, Networking, Feeding back, Managing, Innovating/systems change,

Signposting, Mentoring, Sampling, Following up as forms of guidance. Of these, advocating and feeding back deserve special attention, as these two guidance activities may play a crucial role in re-shaping training and education to be more inclusive, and thus in preventing ESL.

Guidance has wide and deep roles to play in both supporting individuals and groups in terms of ESL, including firmer links to alternative learning arenas, and in changing the very system which produces ESL, e.g. in schools and VET. Few Member States, however, have developed and implemented a comprehensive strategy to tackle the problem. AT6, BE^{nl}, ES31, and NL74¹⁰ have a comprehensive approach for reducing ESL rates, while such approaches are currently being developed in BG, HU and MT. Some Member States (DE, IE and UK) have a set of measures, action plans and policy frameworks that come very close to a comprehensive approach. In CH, NO and PT the comprehensive strategy takes the form of projects. Actions and projects imply that they exist only for a certain period of time. Thus, the overview of good practice in tackling ESL presented below and in the Annex is a snapshot of a constantly changing scene. It is to such examples of *prevention, intervention and compensation* that we now turn in some detail.

Preventing ESL

In preventing ESL, the policies are mainly concerned with providing career education and guidance and improving teaching and learning in general (EC 2013b).

Many Member States provide Career Education and Guidance (CEG) in the educational system in which the development or learning of Career Management Skills plays an important role. In Finland CEG is a subject in curricula both in comprehensive and upper secondary level education. Recently some Member States have introduced CEG recently as a

¹⁰ The numbers refer to the good practices listed in the Annex.

subject (DK24, MT71, MT73), as a specific targeted program for social inclusion (PT89) or as an individual track (FR38). The quality of CEG in education organisations can be improved for instance by providing general training to the practitioners (CZ13; NL70) or specific training on labour market information (SE93; SE94). This improvement of CEG also can be achieved by providing tools (LV69; FR39) or support to draft a comprehensive CEG program (NL77) or better and closer interventions (PT88). In NO(81), PES staff is located at schools for early intervention and to improve labour market knowledge.

A few Member States have (re-)organised their guidance services outside the educational system to meet current needs of ESL and lifelong guidance (CZ13; FI36; HR42; LU52). National guidance services have developed e-portals or websites to support the practitioners and the students with up-to-date information available 24/7 (CZ13; EL29; EL30; LV62; MT70).

Recently, many Member States have made the transfer from general education to VET easier, either by reforms of laws (DK22; EE25; ES31; FR37; LU51) or by other measures (DE16; DE18; DE19; NL74). Flexibility in educational systems to prevent ESL is further enhanced by special student and teacher materials and promoting entrepreneurship (LT49; FR38), taking students to the labs in VET for a period of time (IT47) or alternative pathways where academic and work-based learning are blended (AT4; DE19; DK21; ES31; MT72; SE94; UK99), some of which are specifically targeted at SEN-students (special educational needs) (AT7; EE27; FI33; SE94). FI(33) and SE(94) offer a pathway where students can explore different VET options before selecting a course, while LV(64) offers taster courses as part of school activities after school hours. In DE(15), pupils in grade 7 or 8 participate in an analysis of their potential, interests and aspirations, and are provided with vocational information and guidance and coaching during the transition.

To identify potential early school leavers as early as possible, Member States employ diverse approaches.

AT(6) and TR(97) have developed instruments to monitor absenteeism, while IT(48) and NL(74) use instruments to monitor the educational path of students. To identify students at risk of ESL, for instance due to learning difficulties, ES(31), LU(58) and IS(45) have developed instruments which practitioners can use. In EE(26) a special needs' coordinator supports teachers in identifying SEN, proposing individual educational support in- or outside school in co-operation with professionals from different sectors. Similar tasks are executed by expert-teams in HR(41), cross-sectoral teams in LU(58) or care-teams in NL(75). In NO(79; 81) PES staff at schools can coordinate multidisciplinary support.

In the classroom, teachers may be assisted by pedagogical assistants (CZ14; LV63) that help the students at risk individually. To prevent ESL, LU(53) provides language support to foreign born students and young newly arrived adults.

In CH(8), intensified contact between schools and (migrant) parents is offered to inform parents about the educational system. FR(39) provides school teams with a toolkit to facilitate the dialogue with parents and increase their participation in their children's choice making process. FR(40) is also experimenting with giving parents and students a final say in their options after college.

Intervention

In the area of intervention, the policies and measures used by Member States to provide guidance services especially for students at risk of ESL at transition points are diverse.

Students with learning and behavioural problems in LU(54) and NL(75) can leave the regular class for a temporary provision where they get support to continue their program and decide on their future path. At least 13 year old students in PT(86) with at least two years retention can stay in their school, where their program is combined with professional practice in three occupations.

In an IT(46) region, an extensive project supports students and teachers with guidance in several areas and involves the extended family in these activities.

'Last call' is an intervention where students leaving compulsory education can go to the career guidance centres to get advice for one afternoon after the summer break (CH11). In the UK(99) people of all ages can use the career support online and the telephone service provided by the National Careers Service.

Municipalities in FI(34) can recruit youth workers that help to support and refer students who have not completed upper secondary education or are at risk of becoming NEET to guidance services. Students who have not completed upper secondary education are tracked and provided with an individual plan within a specific period of time in DK(23) and SE(91) as part of outreach services. An individual career plan for students at risk of ESL is also the aim for the volunteer role model mentor program in NL(76), and 'Local Action' and School Drop-in in LU(55; 56).

Individual coaching over a relatively long period with the possibility to return several times is available for young people at the risk of ESL and SEN-students in AT(3). CH(9) provide case management for at-risk early school leavers entering VET and/or the labour market, while DE(20) provides this service especially for ESL in deprived areas. Activating early school leavers and NEET in terms of physical, social, occupational and economical aspects, and improving their career management skills to enter the labour market, are used in NL(78) and PL(83).

Compensation

Compensation approaches focus on second chance education and support for re-entering education and training and/or the labour market, which are used by most Member States. Guidance is an important feature in these initiatives that are offered at different educational levels.

In EE(28), for over 17 year-olds, in PT(85) for under 15 year-olds and in HU(43) for 14-16 year-olds, second chance education is available to complete primary education and enter VET. In EE 21 year olds and in PT over 18 year olds get their previous experiences recognised when entering for instance . VET (EE28; PT85). SE(95) provides second chance to 20-24 year olds to complete basic qualifications and social skills, as do AT(5), while LU(60) offers this to 16-30 year olds to re-enter an education that fits the skills of the person. FI(35) mixes work-based learning with life skills. IS(44) provides early school leavers who want to go back to school with guidance and educational support.

AT (1; 2) offers 15-19 year olds an opportunity to catch up with missing parts of their compulsory education with coaching when entering an apprenticeship afterwards. Similarly, PT(84) and SE(90) offer young people a three months course to return to or start at upper secondary level; LU(59) offers youth under the age of 18 a one-year course of key competences to access VET or the labour market.

SI(96) provides 15-25 year old NEETs project learning with a flexible and supportive learning environment and a mentor to define their path in professional career and life. Guidance motivation to return to education or employment is offered to 16-25 year old NEETs in LT(50). NO(79; 80) combines career guidance, work practice and school curricula of upper secondary education for the young hard-to-reach unemployed.

Some Member States combine the compensation approach with the Youth Guarantee Initiative, as in LV(67) and FI(34). LU(61) offers initial practical experience. Preparatory apprenticeships are offered by CY(12). ES(32) promotes entrepreneurship.

A few reflections arising from the above:

- A partnership approach is relatively recent in a number of Member States in terms of their ESL and lifelong guidance strategy. DE (16; 17 and 18) and UK(99) have strengthened coopera-

tion with industries and employers, while other Member States (AT6; HR41; NL74, NO79; 82) have strengthened co-operation with professionals in the medical, psychological, social and/or justice sectors.

- Tackling ESL seems to move from a nationwide approach, including national support for local initiatives in the Nordic countries (DK23; FI34; NO79; 80; 81 and SE95) to more initiatives at regional and local level (CH11; IS44; IT46; 43; LU57; NL77).
- The emphasis in tackling ESL is on preventive and intervention initiatives more than on compensation. The need for policies to remove the barriers to lifelong learning, especially for early school leavers who lack compulsory education but want to return to education has not yet been recognised.
- The nature of the clients in ESL initiatives has changed over the last few years. Low achievers, SEN, minorities, and the deprived still seem the main target group: there are few indications that the heterogeneity of ESL and of NEETs is taken into account in policies.
- Several countries have plans to better understand the effects and effectiveness of the measures they employ.
- Although parents are considered crucial in the ESL battle, they are not seen as initiators in most projects or policies.

7. The role of Lifelong Guidance in ESL Initiatives: Implications and recommendations

Guidance is most effective when it is conceived as a lifelong system in learning and work (Hooley 2014).

Research suggests that lifelong guidance can have

an impact on retention, achievement, transitions, career and life success, and thus needs to be considered and included in the initiatives to tackle ESL. Hooley, Marriott and Sampson (2011) surveyed the existing evidence.

- ESL students often cite the lack of work and life relevance of their schooling as a factor in their decision process, which suggests that lifelong guidance is important in the school engagement of youngsters and staying in the school system.
- Research suggests that students who have a career plan are more likely to stay in the school system.
- Lifelong guidance, if combined with core academic learning, can reduce grade retention. This is particularly the case when lifelong guidance is introduced with young students and is implemented in a systematic way.
- Computer-assisted guidance as component of lifelong guidance programs can exert an influence on retention rates and contribute to enhanced academic outcomes.
- A number of studies demonstrate that lifelong guidance can enhance students' academic achievement.
- Lifelong guidance can help to smoothe the often critical school/school or school/work transition by providing youngsters with the necessary knowledge and skills, and by helping to support and broker their transition. There is evidence to suggest that providing support for transition can enhance youngsters' satisfaction in relation to their choice.
- Research shows that lifelong guidance which includes work experience and work-related learning is effective in helping youngsters to successfully enter the labour market.
- There is evidence to suggest that lifelong guidance can increase the likelihood of enrolment in post-initial education and support youngsters in making that transition.
- Lifelong guidance that is effective in supporting school/school transition tends to combine

curricular and extracurricular activity, and to mobilise a range of stakeholders (teachers, school counsellors, parents and employers).

- There is some evidence to suggest that engagement with lifelong guidance can have an impact on an individual's short- to medium-term earnings as well as to foster a more optimistic outlook in relation to work and life.

Supporting these statements, CEDEFOP (2010) formulated a number of basic principles for a lifelong career guidance policy:

- the focus is on individuals;
- the services offered teach them to manage their own careers;
- the services are accessible;
- the services are continuous and tailored to the individual's needs;
- the services, products and guidance provided are of good quality.

With this backdrop, a number of ESL and guidance good practice examples and principles form the basis for the following recommendations in relation to lifelong guidance:

Guidance related to ESL should:

- play a role in changing the very system which produces ESL into more inclusive learning approaches, procedures, and policies;
- focus on the individual and be tailored to the individual's needs: this includes his/her context and culture; learning and work issues which are not isolated from other life-roles;
- provide learning opportunities for individuals to develop their career management skills (CMS);
- use a mix of guidance methods and approaches;
- be part of the curriculum;
- be continuous and accessible, including innovative use of ICT;
- be provided by or in collaboration with trained guidance experts/professionals;
- and be of good quality, including a focus on advocacy and feed-back.

Much of this can be - and is already - implemented at EU Member State level. The European Commission can support such efforts by continuing its policy efforts through recommendations and targets, such as the European Youth Guarantee Initiative (Borbély-Pecze and Hutchinson, 2013). No single initiative or policy will provide the end solution to ESL, whether this is considered as drop-out or push-out.

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Annex: ESL good practices reported by ELGPN members and partners.

Case No.	Title and short description of good practice	Features of Lifelong Guidance								
		System change	Individual	CMS	Mixed methods	Curriculum	Professional	Access	Continuous	Quality
1	<p>Adult education Initiative (AT) There are specific measures designed to help young people at risk. The PES provides many offers for adults, young people can catch on missing certificates through different measures <i>Nachholen des Pflichtschulabschlusses oder der Matura</i>. The PES targets low skilled 15-19 year olds to help them to catch-up on their compulsory school education and then complete an apprenticeship at a company. http://erwachsenenbildung.at/</p>	±	x	x	x	x	x	x	x	x
2	<p>Apprenticeship coaching Rock Your Future (AT) There are specific measures designed to help young people at risk. The PES provides many offers for adults, young people can catch on missing certificates through different measures. The PES target low skilled 15-19 year olds to help them to catch-up on their compulsory school education and then complete an apprenticeship at a company. There is also apprenticeship-coaching for completing an apprenticeship at risk. https://www.wko.at/Content.Node/RockyourFuture-deinLehrlingscoach/Startseite---LehreFoerdern-Lehrlingscoaching.html</p>	±	x	x	x	x	x	x	x	x
3	<p>Youth Coaching Scheme (AT) The scheme can coach young people at risk and those with learning difficulties and disabilities for long periods of time. There is also a possibility to return to the coaching several times. www.neba.at/jugendcoaching www.bmbf.gv.at/jugendcoaching</p>	x	x	x	x	x	x	x	x	x
4	<p>Production schools (AT) There are about 20 <i>Production schools</i> in AT. Schools teach national curriculum subjects to 14-19 year olds, but deliver them almost entirely through project-based learning. Every young person is linked to an employer and all students have a job at the age 14 of alongside their studies. The enterprise assignments are funded by local businesses and provide genuine vocational experience. Production schools originate from DK.</p>		x	x	x	x	x	x	x	x
5	<p>Fit for Training' pilot project [AusbildungsFIT] (AT) The 'Fit for Training' pilot project <i>AusbildungsFIT</i> is designed to provide young people, at their own pace, with basic qualifications and social skills. Youth Coaching is the gate keeper to enter this project. this measure http://ausbildungsfitt.at/</p>		x	x	x	x	x	x	x	x
6	<p>National Strategy on Early School Leaving (AT) Since the EU2020 ESL target has been achieved, the recent national ESL strategy aims to raise awareness among school leaders, school boards and responsible stakeholders and bring together different institutions to combat ESL in a more effective, co-ordinated way and by inter-connecting measures at diverse structural levels to support students at risk. The main focus is on prevention and intervention. There are also initiatives to tackle absenteeism by a new law, which regulates the co-operation of professionals in these support systems. www.bmbf.gv.at/schulabbruch</p>	x			x					x

		sys	ind	CMS	mix	cur	prof	acc	con	qual
7	<p>Inclusive Vocational Training [Integrative Berufsausbildung] (AT) The Integrated Vocational Training (<i>Integrative Berufsausbildung</i>) targets disadvantaged groups with special placement handicaps: ESL, many negative marks at the end of compulsory education or those originating from a special-needs school. Tailor-made training schedules and contents match the participants' special needs. Integrated Vocational Training, including extended periods of training, replaces the previous preparatory apprenticeship (Vorlehre). www.wko.at/Content.Node/Service/Bildung-und-Lehre/Lehre/Rechtsinformation/l/Integrative_Berufsausbildung.html</p>	x	x	x	x	x	x	x	x	x
8	<p>Co-operation between parents and schools (CH) Co-operation between parents and schools with the development of information material and courses for parents about the Swiss school system; intensifying the contact between schools and especially parents with a migrant background. www.berufsberatung.ch</p>	x	x	x	x	x	x	x	x	x
9	<p>Case Management (CH) The Case Management programme is provided by specialists to young people at risk entering vocational education, both during their education and when they are about to enter the labour market. http://www.hb.berufsbildung.ch http://www.hb.berufsbildung.ch/dyn/20850.aspx?lang=EN&action=detail&value=213&lex=0</p>	x	x	x	x	x	x	x	x	x
10	<p>Motivation semesters [Motivationssemester] (CH) The <i>Motivationssemester</i> is a labour market programme targeting unemployed young people and offers them a fixed six month structure to allow them to choose their vocational path. www.treffpunkt-arbeit.ch/arbeitslos/arbeitsmarktliche_massnahmen_old_rbe/motivationssemester/</p>	x		x	x		x	x	x	x
11	<p>Last Call (CH) <i>Last Call</i> is a public call through public media from the city and canton of Zürich for all young people leaving the compulsory school without a connecting solution as apprenticeship, training or further education. One afternoon after the long summer break after compulsory school, young people have the possibility to go to the career service centres in Zürich. They receive information and advice to get a solution for further training or guidance. www.aib.zh.ch/internet/bildungsdirektion/aib/de/aktuell,newsextern.-internet-de-aktuell-news-medienmitteilungen-2014-last_call.html</p>	x					x	x	x	x
12	<p>Preparatory Apprenticeship (CY) ESL between the ages of 15 and 17 have the opportunity to attend a new type of school, <i>Preparatory Apprenticeship</i>, for a year, at the end of which they are allowed to take examinations and re-enter mainstream schools (secondary or vocational schools).</p>				x	x	x	x	x	x
13	<p>'VIP Kariéra II – KP' (CZ) This national level project, devoted to career guidance under the conditions of curricular reform, focuses on four areas: development of a comprehensive electronic information and guidance system; development of online training titled "e-Kariéra +" for teachers and counsellors focusing on improving quality of counselling services; development of the Centre for Career Guidance for the provision of individual career guidance; provision of labour market analyses and information related to a.o. ESL. Activities related to ESL focus on providing good practice examples, methodologies on prevention and intervention measures. The most relevant measures are being tested and evaluated in schools www.infoabsolvent.cz</p>	x	x	x	x	x	x	x	x	x

	sys	ind	CMS	mix	cur	prof	acc	con	qual
<p>14</p> <p>Roma teaching assistants (CZ) Formerly Roma teaching assistants, now teaching assistants (or pedagogical assistant) in general contribute to the transition process by helping disadvantaged students (medically or socially, including students from ethnic minorities) to adjust to the school environment, actively communicating with students, their families and the wider community, as well as helping teachers with educational activities. The teaching assistant works directly with students. www.asistentpedagogga.cz/</p>	X	X	X	X	X	X	X	X	X
<p>15</p> <p>Federal Programmes Educational Chains and Coaching for the transition to work for at-risk youth' [Bildungsketten und Berufseinstiegsbegleitung] (DE) The Educational Chains initiative aims to support smooth transitions from general to vocational education in the dual system and to prevent drop-outs in both systems. It supports young people to prepare for their general school certificate and their vocational education by making use of existing programmes, that have proved to be successful, and connecting them like links in a chain in order to ensure transparency and efficiency. Pupils in grades seven or eight participate in an analysis of their potential, interests and aspirations to identify pupils which may face transition problems. These pupils receive vocational information and guidance and coaching throughout the transition process and beyond. www.bildungsketten.de/</p>	X	X	X	X	±	X	X	X	X
<p>16</p> <p>Partnership for competent career orientation for and with young people [Berufswegeplanung ist Lebensplanung - Partnerschaft für eine kompetente Berufsorientierung von und mit Jugendlichen] (DE) In this common statement (2008), the partners of the National Pact for Vocational Education and Young Professionals in Germany (Nationaler Pakt für Ausbildung und Fachkräftenachwuchs in Deutschland), i.e. the Federal Government and the central trade and industrial associations together with the Standing Conference of the Ministers of Education and Culture of the Laender and the Ministers of Economic Affairs of the Laender, committed themselves to support young people in their career choice process. www.zdh.de/fileadmin/user_upload/themen/Bildung/Ausbildungspakt/Berufswegeplanung%20Erklaerung.pdf</p>	X	X	X	X	X	X	X	X	X
<p>17</p> <p>Action Framework to reduce the number of students leaving school without a first general education qualification, to secure transition from the lower secondary school to the next educational level or to vocational education and training in the dual system and to lower the number of trainee drop-outs [Handlungsrahmen zur Reduzierung der Zahl der Schülerinnen und Schüler ohne Schulabschluss, Sicherung der Abschlüsse, Verringerung der Zahl der Ausbildungsabbrecher] (DE) This official resolution of the Standing Conference of the Ministers of Education and Culture of the Laender provides a conceptual framework to reduce ESL. It recommends a range of measures and systemic developments, e.g. individualised support for youth at-risk, widening and intensifying activities of vocational education and orientation including stronger co-operation with employers and the economy and stronger co-operation and co-ordination with all actors involved. This 2007 recommendation is still valid; however the following resolution "Support strategy for poorer performing students" [Förderstrategie für leistungsschwächere Schülerinnen und Schüler] from 2010 also has very similar contents. www.kmk.org/fileadmin/veroeffentlichungen_beschluesse/2007/2007_10_18-Handlungsrahmen-Schulabbrecher_01.pdf</p>	X	X	X	X	X	±	X	X	X

		sys	ind	CMS	mix	cur	prof	acc	con	qual
18	<p>Support strategy for poorer performing students [Förderstrategie für leistungsschwächere Schülerinnen und Schüler] (DE)</p> <p>This official resolution of the Standing Conference of the Ministers of Education and Culture of the Laender from 2010 expands the earlier conceptual framework to reduce ESL. It recommends that the Laender reconsider and develop their strategies and measures further. The resolution names a couple of guidelines and strategies e.g. strengthening co-operation through local networks, professionalising vocational orientation and transition management, quality development and evaluation of results.</p> <p>www.kmk.org/fileadmin/user_upload/Beschluesse/2010/2010_03_04-Foerderstrategie-Leistungsschwaechere.pdf</p>	X	X	X	X	±	X	X	X	X
19	<p>Productive Learning (DE)</p> <p>Productive Learning is an alternative course of schooling for the last two years of lower secondary education which involves the individualisation of learning processes, learning in socially relevant real-life situations, and connecting practical experiences with learning at school (3 days a week working and learning in "real situations of everyday life" in companies or institutions, the other 2 days of the week learning in a study workshop at school). Throughout the 2 year course students learn and work at 6 different occupational practice places. A number of German Laender provide such programmes, particularly in the east of Germany.</p> <p>www.iple.de/</p>		X	X	X	X	X	X	X	X
20	<p>Federal ESF-Programmes:</p> <ul style="list-style-type: none"> - "Strengthening Youth – school truant's second chance" [Jugend Stärken: Schulverweigerung - Die zweite Chance] - "Strengthening Youth in Quarters" [Jugend Stärken im Quartier] both by the Federal Ministry of Family Affairs, Senior Citizens, Women and Youth (DE) <p>The programme "Strengthening Youth – truant's second chance" ran from 2008 to 2014 with the aim to lead young people at-risk back into the school system. Young people received a series of individualised support measures in various fields of life as well as long-term coaching following a case-management approach. In continuation the programme "Strengthening Youth in Quarters" runs from 2015 to 2018. It will help youth at-risk and early school leavers in deprived quarters and regions.</p> <p>www.jugend-staerken.de/schulverweigerung-die-zweite-chance.html</p> <p>www.jugend-staerken.de/232.html</p>									
21	<p>The national network of Production Schools (DK)</p> <p>Production Schools provide a more practical and holistic educational approach aimed at helping young people not-yet-ready for education. At Production School young people receive practical, theoretical, personal and social support for the next step of education, which typical will be a vocational educational programme (VET).</p> <p>www.ug.dk/uddannelser/andredomsuddannelser/produktionsskoler</p>	X	X	X	X		X	X	X	X
22	<p>Skilled for the Future: Better and more attractive vocational education and training programmes (DK)</p> <p>Some aims with this initiative/reform of the VET education as of 2015 are to have a larger number of young people taking a VET-path instead of the 'automatrical academic path and in order to have more youngsters and adults to complete a VET education. The VET program is basically a combination of theoretical and practical learning and a combination of school based learning and practical training in a company. Guidance is changing as part of this reform.</p> <p>www.uvm.dk/~media/UVM/Filer/English/PDF/140708%20Improving%20Vocational%20Education%20and%20Training.ashx?smarturl404=true</p>	X	X	X		X	X	X	X	X

	sys	ind	CMS	mix	cur	prof	acc	con	qual
23	X	X	X	X		X	X		X
<p>Back-on track-intervention (DK) An ESL who has not attained an upper secondary qualification, must be immediately notified by the school to the Youth Guidance Centre. The Centre must contact the ESL within five days, arrange a meeting to assess the necessary educational, personal and social skills, formulate an individual action plan involving work, education and training to assist in re-engagement with education and training. These plans must be prepared and agreed to within 30 days. The Centres work closely with agencies such as health, welfare, housing and juvenile justice. www.retsinformation.dk/Forms/R0710.aspx?id=164131 see §10 and in general page 7 of http://ufm.dk/en/publications/2012/files-2012/guidance_in_education_2012.pdf</p>									
24	X	X	X	X	X	X	X	X	X
<p>Education and Job [Uddannelse og job] (DK) As part of the reform of the compulsory school (Folkeskolen), there is focus on improving pupils' knowledge of youth education programs and of work/working life in order to have them make "clever" educational choices after compulsory school. As an integrated part of curriculum, schools in co-operation with Youth Guidance Centres must develop new practices in the subject <i>Education and Job</i>, which can include co-operation with VET schools, companies and other relevant external institutions and organizations http://ffm.emu.dk/maal-struktur/obligatoriske-emner/uddannelse-og-job</p>									
25									
<p>The new Basic Schools and Upper Secondary Schools Act, which entered into force in 2010 (EE) Most measures aimed at reducing ESL are applied at the level of basic education (from 1st year to 9th year), which constitutes the minimum compulsory education. The new Basic Schools and Upper Secondary Schools Act, which entered into force in 2010, brought about significant changes and specifications in the legal framework underlying the measures for reducing early school leaving.</p>									
26									
<p>Providing students with individual support (EE) A special educational needs co-ordinator support teachers, instructs them in identifying special educational needs, and makes proposals to the teachers, parents and head of the school regarding further educational work. Co-operates with teachers and support specialists (through 'in-school student assistance roundtables') E.g. the services of a support specialist, an individual curriculum, long day group or boarding school facility, remedial instruction group service, transferring to a class with max. 12 students.</p>									
27									
<p>Alternative options for acquiring education (EE) For students who require constant supervision or assistance at school due to their health status, one-to-one teaching, home schooling or in-hospital schooling can be applied. Additional studies (duration one year, 1050 lessons) may be organised in a basic school for students who have graduated from basic school under the simplified national curriculum for basic schools in order to provide additional preparation and support for the smooth continuation of studies or entry into the labour market.</p>									
28									
<p>Second chance (EE) For students over 17 years old. Available for primary and secondary school level. It is possible to study at vocational education programs that do not require basic education. Such programs are limited in study fields and numbers; Adults over 21 years can enter vocational education through Recognition of Prior and Experiential Learning (RPEL). Second chance can be at school in the evening or distance learning department of an ordinary school.</p>									
29		X	X	X		X	X	X	X
<p>Interactive internet guidance portal (EL) The portal, operational since 2012, is an interactive platform of several tools that support the self-awareness, positive self-perception and career management skills of adolescents. It includes thematic catalogues on the educational systems, learning - training opportunities in EL and in Europe, EU programs, initiatives and tools for youth and mobility. It also gives the opportunity to the visitor to make an appointment at the Career Guidance and Counselling Centres of the Ministry of Education and in the future it will provide e-counselling services. www.eoppep.gr/teens</p>									

		sys	ind	CMS	mix	cur	prof	acc	con	qual
30	<p>PLOIGOS National database on learning opportunities (EL)</p> <p>This official EL national database on learning opportunities is connected to the European Portal on Learning Opportunities and Qualifications. It provides valid information to a broad target group about learning and training opportunities throughout EL and Europe on all educational levels. It promotes the mobility of European citizens and offers equal access to educational opportunities. The information will help students to explore learning pathways, training opportunities according to their preferences and personal needs.</p> <p>http://ploigos.eoppep.gr/ekep/external/index.html</p>	X	X				X	X		X
31	<p>Organic Law for the Improvement of Quality of Education, LOMCE, 8/2013, 9 December (ES)</p> <p>A more comprehensive set of ESL measures and initiatives under the framework of the new education law includes: early detection of learning difficulties, specific improvement programmes tailored to each student or group of students, educational compensation measures, especially for young people at risk of social exclusion, alternative learning pathways starting at the age of 15, a new Basic VET programme for youngsters preferring work-based oriented learning.</p> <p>Law www.boe.es/buscar/pdf/2013/BOE-A-2013-12886-consolidado.pdf</p> <p>Portal on Guidance and VET http://todofp.es/todofp/sobre-fp/informacion-general.html</p> <p>http://todofp.es/todofp/sobre-fp/informacion-general/sistema-educativo-fp.html</p> <p>http://todofp.es/todofp/que-como-y-donde-estudiar/que-estudiar/nuevos-titulos-fp-basica.html</p>	X	X	X	X	X	X	X	X	X
32	<p>2013-2016 Strategy for Entrepreneurship and Youth Employment (ES)</p> <p>The 2013-2016 Strategy for Entrepreneurship and Youth Employment has been adapted by the Spanish Government by enacting two national rules: the Royal Decree-Law 4/2013, 22 February 2013, on measures to support entrepreneurship and to stimulate growth and job creation, and the Law 14/2013, 27 September 2013, to support entrepreneurs and their internationalisation.</p> <p>www.sepe.es/contenidos/autonomos/index.html</p>	X	X	X	X	X	X	X	X	X
33	<p>The Career Start Programme [Ammattistartti] (FI)</p> <p>Ammattistartti, aimed at ESL, allows young people to try out different vocational courses, visit work and training places, access professional career guidance and other support options in order to explore different career and job opportunities before selecting their study or employment route. As of 1.8.2015 it will provide two different preparatory education options: i. Preparatory education for VET; ii. Preparatory education preparing for work and a self-contained life - targeted to special needs students.</p> <p>https://opintopolku.fi/wp/fi/ammattillinen-koulutus/mika-on-ammattistartti/</p>	X	X	X	X	X	X	X	X	X
34	<p>Outreach youth work [Etsivä nuorisotyö] (FI)</p> <p>(Groups of) municipalities have the opportunity to recruit youth outreach workers, who contact and follow up ESL before they obtain an upper secondary level qualification and are at a high risk of becoming NEET. Outreach youth work aims to help, support and refer NEET to the services that are right for them. Both the Finnish Youth Act, since 2011, and the Youth Guarantee will make these activities available across the country.</p> <p>www.nuorisotakuu.fi/en/youth_guarantee/other_services/outreach_youth_work</p>	X	X	X	X	X	X	X	X	X
35	<p>Youth Workshops (FI)</p> <p>Both the 'Youth Workshops' and the 'Outreach Youth Work' are programmes that include education and career guidance. The Youth Workshop are a physical environment and a multi-professional guidance method and are not part of the official education system; work-based training and everyday life skills are provided in these workshops in a learning-by-doing methodology.</p> <p>www.minedu.fi/OPM/Nuoriso/nuorisotyoen_kohteet_ja_rahoitus/tyoepajat/?lang=en</p>	X	X	X	X	X	X	X	X	X

	sys	ind	CMS	mix	cur	prof	acc	con	qual
36	x	x	x	x		x	±		±
<p>Counselling Centre activities as a key part of youth guarantee and lifelong guidance activities [Ohjaamo] (FI)</p> <ul style="list-style-type: none"> - A low-threshold service point; Multidisciplinary or multi-sectoral guidance and support for young people, guidance to other support services, being there for them; - Short-term goal: to take the education / vocational competence path; - Long-term goal: to obtain vocational training and employment; Differs from the services of Labour Force Service Centres in that the customer does not have to be long-term unemployed. 									
37									
<p>Orientation and programming Law for the overhaul of the School of the Republic No. 2013-595 of 8 July, 2013 and The Act of 5 March 2014 on vocational training, employment and social democracy (FR)</p> <p>France is resolutely committed to prepare each student to better manage transitions by launching several measures under the two new laws: <i>Loi d'orientation et de programmation pour la refondation de l'école de la République</i> and <i>la Loi du 5 mars 2014 relative à la formation professionnelle, à l'emploi et à la démocratie sociale</i>. Two measures in particular aim at preventing ESL: the implementation of "individual route of information and guidance and discovery of economic and professional world" (PIODMEP) and piloting the experiment called "Last word to the family". In addition to these legislative measures, a study is underway on the profession of personal guidance, which is core in this strategy. On the law of 8 July 2013: www.legifrance.gouv.fr/affichTexte.do?cidTexte=JORFTEXT000027677984 http://eduscol.education.fr/cid76042/the-new-education-law-2013-the-key-measures.html http://eduscol.education.fr/cid48057/priorites-orientation.html On the Act of 5 March 2014: www.legifrance.com/affichTexte.do?dateTexte=&categorieLien=id&cidTexte=JORFTEXT0002868376&fastPos=1&fastReqId=295094185&oldAction=rechExpTexteJorf</p>									
38	x	x	x	x		x		x	x
<p>The individual route of information, guidance and discovery of economic and professional world [Le parcours individuel d'information et d'orientation et de découverte du monde économique et professionnel du monde PIODMEP] (FR)</p> <p>The PIODMEP is a track from the first class of the lower secondary school to the last class of the upper secondary school, which aims to develop career management skills, show initiative and entrepreneurship. The track, piloted during the 2014/2015 term, will be extended in September 2015/2016, after taking into account the most relevant actions and innovations to make this track efficient.</p> <p>www.legifrance.gouv.fr/affichCodeArticle.do?sessionId=DDACAC969F6D43247E67280FF3661A88.tpdjo14v_3?cidTexte=LEGITEXT000006071191&idArticle=LEGITARTI000027682850&dateTexte=20141117&categorieLien=id#LEGIARTI000027682850</p>									
39	x		x	x		x	x		x
<p>Toolkit for the parents [La mallette des parents] (FR)</p> <p>The Toolkit for the parents is to facilitate the dialogue with parents to help them understand the challenges of the education of their children. It offers educational teams a set of tools for organising discussions with parents. It is applied at three key moments of schooling: the CP, where 6-7 year olds pupils learn to read; for 11-12 year olds to accompany their arrival at college and for 14-15 year olds at the end of college to talk with parents about the options available to their children. The system is based on the principle of co-education. It has two objectives: to increase the participation of parents in supporting their children and develop their orientation skills.</p> <p>http://eduscol.education.fr/pid26667/mallette-des-parents.html http://eduscol.education.fr/cid60780/mallette-des-parents-en-3e.html</p>									
40	x	x	x	x		x	x	x	x
<p>Last word to the family [Dernier mot donné à la famille] (FR)</p> <p>The Act of 8 July, 2013 provides in Article 48 an experiment of giving the choice of the option at the end of the 3rd class to the family. This experiment is taking place in 13 academies for a period of 3 years. It began in September 2013/2014. This contributes to better prepared choices by the students and their families.</p> <p>www.legifrance.gouv.fr/affichTexteArticle.do?sessionId=9CF9323672AE08FB9C79B9601E899BC.tpdjo07v_17idArticle=LEGIARTI000027679332&cidTexte=LEGITEXT000027679158&dateTexte=20140728</p>									

		sys	ind	CMS	mix	cur	prof	acc	con	qual
41	Partnership based approach to prevention/ early intervention activities (HR) The lowest rate of early school leavers in the EU is the result of a systematic partnership-based approach to early intervention activities on national, regional and local levels. A key feature is the client-oriented approach aiming at providing tailor-made services for pupils at risk (ESL, pupils with health and social problems, learning difficulties, behavioural disorders, etc.). Educational, psychological, medical and social aspects are assessed for these target groups which are most in need of comprehensive vocational and career guidance services.	X	X	X	X	X	X	X	X	X
42	CISOK Lifelong guidance centres (HR) Since 2013/14 some 22 CISOKs have been established: they are based on partnerships of schools, PES, NGOs, employers, universities, adult education institutions. CISOKs provide support to schools by offering organised activities, guidance services to students (outside school or web portal) as well as training for school counsellors. CISOKs play an important role in tracking NEETs. Part of the system is on-line Survey on Vocational Intentions of Primary and Secondary School Pupils. www.cisok.hr	X	X	X	X	X	X	X	X	X
43	Bridging programmes' HÍD I. and HÍD II (HU) The so called 'bridging programmes' under the new Vocational Education Act, target students who did not make the transition between primary and secondary education. In Bridge I. (HÍD I.) 14-16 year olds who completed elementary school but were not accepted to any secondary school are trained in small groups (8-10 students per group) for one year in order to enhance their core competences that are needed to continue education. In Bridge II. (HÍD II.) ESL of at least 15 years old who did not complete primary school are prepared for vocational training. The 10-months-program aims to enable the students to enrol for the first year of VET. The 20-months-version puts emphasis on motivating the need to study and ends with an exam that if passed successfully will give the student a certificate of partial vocational qualification. www.mszoeh.hu/index.php?oldal=alap.php&id=120		X			X		X		
44	Education now (IS) This pilot project supports ESL who want to go back to school. The project consists of a co-operation between the Ministry of Education, Reykjavik city, social partners and educational centres who all have the same goal: to provide guidance and support to education in the Breiðholt neighbourhood. The project is located in a cultural centre in Breiðholt. Immigrants are a prominent group in this neighbourhood and therefore there is a special emphasis on cultural diversity and support is tailored to their needs. http://reykjavik.is/um-verkefmid-about-project	X	X	X	X	X	X	X	X	X
45	Risk Detector (IS) The Risk Detector has been developed and tested by the Ministry of Education, Science and Culture to prevent ESL in upper secondary schools. With this questionnaire school counsellors can systematically approach and identify students at risk of dropping out from the 10th grade up to the 1st year in upper secondary school. Main categories of the questionnaire are: student background, family factors, previous school experience, school engagement, attitude towards education, psychological adjustment and working while at school, friends at school and friends school engagement.									
46	Fuori Classe (IT) The project 'Fuori Classe' was implemented in Puglia (Taranto). It aimed to promote the development of guidance skills in the students, strengthening their identity, raising awareness, and improving learning strategies in order to reduce the risk of ESL. There were school actions (workshops and training seminars, "after-school" help, orientation) and extra-curricular activities (recreational-sports, cultural and crafts laboratories), and the continued involvement of families in different activities so as to produce and promote informed choices in a medium-term perspective. www.ciofspuglia.it/fuoriclasse/progetto.php	X	X	X	X	X	X	X	X	X

		sys	ind	CMS	mix	cur	prof	acc	con	qual
47	<p>Workshops for Success [LAPIS Lab] (IT)</p> <p>The LAPIS Labs, aimed at 14 and 16 year olds in secondary school, have been implemented in four provinces of Piedmont Region, involving many partners. The students participated for two days a week, at the VET centre, in a training pathway characterised by active teaching, centred on the laboratory, aiming to support the achievement of the secondary level school license, the eventual maturation and recognition of credits for entry or continuing vocational training in school or secondary school.</p> <p>www.ciofs.net/Progetti/Attivi/Progetto-Lapis</p>	X	X	X	X	X	X	X		X
48	<p>Students National Registry of the Ministry of Education [Anagrafe Scolastica del MIUR (Ministero dell'istruzione, dell'università, della ricerca)] (IT)</p> <p>The Students National Registry is a tool that gathers biographical information of the school population. It assigns an personal code identity for the whole school path and collects data regarding school attendance (e.g. mobility, type of study, frequency of an experimental VET path, job training enrollment, and type of qualification attained), as well as data on the final outcomes of professional examinations (admission assessment, scores in written and oral tests, final vote and the choices for the continuation of compulsory education or vocational training, bonuses, praises, absences).</p> <p>www.istruzione.it/allegati/2014/prot2348_14.pdf</p>	X	X	X	X	X	X	X	X	X
49	<p>Providing Wider Possibilities for Choosing a Learning Pathway for Students aged 14-19, Phase II: Deeper Learning Differentiation and Individualisation for Ensuring Education Quality demanded by the Modern Labour World [Mokymosi krypties pasirinkimo galimybių didinimas 14-19 metų mokiniams, II etapas: gilesnis mokymosi diferencijavimas ir individualizavimas, siekiant ugdymo kokybės, reikalingos šiuolaikiam darbo pasauliui] (LT)</p> <p>The project aimed at developing a new methodology and tools for work with practice-oriented 9-10th grade students in secondary school (in decision making on the transition to upper-secondary education or VET). The following tools were developed: optional modules of some subjects: Lithuanian language, math., history, natural sciences (biology, physics, chemistry); recommendations for teachers on work methodology with practice-oriented students; methodology and student learning materials for establishment of student's company; methodology and teacher learning materials for entrepreneurship and practical skills development of students, including integrated content in curriculum.</p> <p>Short information www.upc.smm.lt/projektai/kryptis/</p> <p>Project's products (methodology, learning materials, recommendations, modules, etc.) will be uploaded to https://sodas.ugdome.lt</p>	X	X	X		X		X	X	X
50	<p>Trust Yourself project [Pasitikek savimi] (LT)</p> <p>The project aimed at students aged between 16-25 years old, who do not have a qualification and are NEET, to increase their motivation to return to education or to employment. Participants are re-integrated into the labour market, gains valuable experience and knowledge about introducing themselves to potential employers etc. Young people get the opportunity to receive guidance for finding a job and continuing their education.</p> <p>www.ldb.lt/informacija/ESParama/Puslapijai/esf_pasitikek_savimi.aspx</p>		X	X	X		X	X		X
51	<p>Focus on learning outcomes and key competences (LU)</p> <p>In the field of prevention, the focus on learning outcomes and key competences (socles de competences) to be acquired at each level of the education system aims to support individual progress and acquisition of qualifications by all pupils. Recent or current general reforms (primary education, VET, lower secondary education) are expected to contribute to ESL prevention. At the same time the Ministry for education and the Ministry for Family introduced a plan for Extracurricular Education (PEP - Plan d'encadrement périscolaire) which reinforces the co-operation between schools and relay houses (level of preschool).</p>									

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52	Maison d'orientation (LU) Guidance and orientations activities are strengthened. A new initiative focuses on the co-ordination of counselling services through a 'maison d'orientation'. This approach aims to bring together a cross-sector, multi-agency pool of expertise from key stakeholders, such as ADEM (Public Employment Services), Psychological and School Guidance Centre (CPOS), the Centre for Documentation and Information on University Studies (CEDIES), the Local Action for Youth (ALJ) and the National Youth Service (SNJ).									
53	Measures targeting foreign-born pupils (LU) Measures targeting foreign-born pupils take an importance in the national context. As the linguistic competences are an important factor in determining future opportunities for pupils, approaches targeting pupils speaking a different language at home are considered as an important component of ESL prevention in Luxembourg. Different measures are put in place for children as well as for newly arrived young adults.									
54	Mosaic classes [classes mosaïque] (LU) Offer for students with learning, behavioural difficulties etc. (risk factors for ESL) to leave the regular class for this type of class for a period of 6-12 weeks (open). The aim of the mosaic class is to provide, through individual support, the future path. www.men.public.lu/fr/grands-dossiers/enseignement-secondaire-secondaire-technique/prevention-exclusion-scolaire/index.html		x	x	x	x	x	x	x	x
55	Local Action for Young People [Action Locale pour Jeunes] (LU) ALJ staff helps young people design an individual project for education, vocational training or integration into the labour market. ALJ has 10 local offices and their staff is composed of youth workers/educators (éducateurs diplômés). Networking with relevant stakeholders is of great importance for ALJ staff, who work in close co-operation with detached teachers from secondary schools affected to the organisation of vocational guidance activities. ALJ's activities cover both prevention and proactive interventions (supporting pupils during key transition periods) and remediation strategies for school drop-outs. www.alj.lu		x	x	x	x	x	x	x	x
56	School Drop-In' [Plateforme accrochage scolaire-PAS] (LU) The pilot project identifies students at risk and provides specific measures to them. www.cpos.public.lu/activites/projets/index.html	x	x	x	x		x		x	x
57	Lycée Technique Ettelbruck (LU) The Lycée Technique Ettelbruck initiated and set up together with most (6) of the other lycées in the north a project to develop a general strategy to prevent ESL. www.hepl.ch/cms/accueil/formation/umites-enseignement-et-recherche/pedagogie-specialisee/lasale.html www.perseverancescolaire.com/	x	x	x	x	x	x	x	x	x
58	Team Co-operation to fight ESL: Training, innovation, tools and actions [TITA] (LU) The project TITA and the project PAS (School drop in) are both participate in a European project lead by IFE France. The aim of the project TITA is to implement and analyse the impact of new policies which consist of developing cross-sectoral teams in the schools; professionalise the actors involved in the fight against ESL and realising tools for these actors.									

		sys	ind	CMS	mix	cur	prof	acc	con	qual
59	<p>Guidance and professional initiation courses [Cours d'initiation professionnelle à divers métiers, Cours d'orientation en initiation professionnelles] (LU)</p> <p>These courses (offered in secondary schools as cours d'initiation professionnelle à divers métiers (IPDM) and in National Training Centres as cours d'orientation et d'initiation professionnelles (COIP)) are open to ESL under the age of 18, who lack the right skills to find a job and do not fulfil the requirements for entry into VET. The courses last one year and focus on the acquisition of key competences corresponding to the lower secondary education level (communication, numeracy, ITC, etc.) and the definition of an individual professional project to access VET or the labour market.</p> <p>www.cnfpc-ettelbruck.lu/fr/coip/coip-generalites/</p>		X	X			X	X	X	
60	<p>E2C – École de la deuxième chance (LU)</p> <p>Second chance schools for ESL 16- 30 years old. Aims to give learners positive experiences to get back confidence and to build up a motivation to continue their studies, focuses on the development of competences and knowledge in mathematics, languages, science and practical skills; implements an individualised education; inserts into an education that copes best with the skills of the learner</p> <p>www.e2c.lu</p>		X	X	X		X	X	X	X
61	<p>Youth voluntary guidance service [Service Service volontaire d'orientation] implemented by the National Youth Service [Service National de la Jeunesse – SNJ] (LU)</p> <p>The voluntary guidance service is a project of the SNJ in which the adolescent can take part in a non-profit organisation in Luxembourg and gain his/her initial practical experience in the professional world. The voluntary guidance service supports disadvantaged young people in the transition period from school to work and some goals are to develop a realistic future / professional plan with the adolescent; to give the adolescents the opportunity to recognise and develop his/her own competences and interests in non-formal settings.</p> <p>www.volontaires.lu</p>		X	X	X			X	X	X
62	<p>Education and career internet portal (LV)</p> <p>The portal unites young people, employers and education institutions. It offers consultation on education and employment issues for youngsters, as well as educational opportunities and information on job and placement vacancies. Through the <i>Virtuālā prakse</i> “virtual placement” quiz, young people can gain insight into different professions and show their knowledge about a particular industry and submit a placement request; employers can contact potential placement candidates based on the knowledge they have demonstrated in the quiz.</p> <p>www.prakse.lv</p>		X		X		X	X	X	
63	<p>Promoting progression through education: reducing grade retention for low achievers; assistant of pedagogue [Noteikumi par pedagogu profesiju un amatu sarakstu] (LV)</p> <p>Procedures for reducing grade retention were adopted in February 2012, stipulating mandatory support measures for pupils with learning difficulties. In May 2011 the Cabinet of Ministers issued the regulations on professions and posts for pedagogues, mentioning the <i>assistant of pedagogue</i>. Their tasks is to help students individually with learning, social, psychological difficulties; helping them with acquisition of learning skills, to boost their motivation to learn and to develop their co-operation and communication skills.</p> <p>http://m.likumi.lv/doc.php?id=229913</p>	X	X			X		X		X

	sys	ind	CMS	mix	cur	prof	acc	con	qual
<p>64</p> <p>The “tasting approach” within after school activities (LV) The Council of Europe International Review Team (2008) concluded that the LV longstanding and successful tradition interest-related/hobby education certainly is a best practice example of extra-curricular education. It is provided in broad areas: arts, sports, technical education etc. both by schools and hobby education centres. The latter institutions offer free or low-cost extra-curricular, leisure and summer activities to children and youngsters between the ages of 3 and 25 and more than 70% of young people participate in these activities. http://misc.gov.lv/INITIZGLITIBA/info.shtml www.coe.int/t/dg4/youth/Source/IG_Coop/YP_Latvia_en.pdf</p>		X	X				X	X	X
<p>65</p> <p>Youth guidance in the employment sector (LV) Youngsters from 15 years of age, are one of the target groups eligible for active employability and unemployment prevention measures provided through the PES (the State Employment Agency under the Law on Support for the Unemployed and Job Seekers). This includes training in various career management skills, information on job and education opportunities, career counselling sessions and short vocational courses. Young people still in school can also receive this service at request and by appointment. www.nva.gov.lv/karjera/index.php?cid=2</p>		X	X	X	X	X	X	X	X
<p>66</p> <p>Development and implementation of support programmes for establishing a support system for youth at risk of social exclusion (LV) An ESF funded project bringing together teacher training universities, schools, local school boards and the National Centre for Curriculum Development to improve the learning environment in schools and motivate positive behaviours among students. www.atbalsts.lv/ www.prakse.lv/atbalsta-programma-skoleniem</p>		X	X	X			X		
<p>67</p> <p>Youth guarantee (LV) Since 2014 the programme has been introduced by the Ministry of Welfare and the Ministry of Education and Science, with the commitment to provide a possibility for NEETs to return to work or education within four months. The development of a co-operation model in working with discouraged young people in municipalities is planned. State organisations and NGOs work on: an improved approach for gathering and exchanging data among different institutions; training and active employment measures; integration of NEETs. www.lm.gov.lv/text/2607 www.lm.gov.lv/upload/jauniesiem/vgip_latvia_20122013.pdf</p>		X				X	X	X	
<p>68</p> <p>Teach For All Latvia [Iespējamā misija] (LV) Iespējamā misija is a not-for-profit nationwide long-term project with the main focus on innovation in education. The project introduces (after careful selection) young and talented higher education graduates with leadership skills and good academic achievements, whose talent and energy helps to create a positive and progressive environment in schools, raise the prestige of the teaching profession and increase the motivation of pupils to learn. Since 2008 the project has partners in USA, UK, EE and LT. www.iespejamamisija.lv www.teachforall.org/national-organization/iesp%C4%93jam%C4%81-misija</p>									
<p>69</p> <p>Information and Guidance Department (IGD) of the State Education Development Agency VIAA (LV) The IGD implements a complex approach to developing and promoting information and guidance tools for practitioners and end-users including information on learning opportunities, information on professions, guidelines on career planning and tools for self-discovery. The activities are supplemented by an annual National Career Week and regular teacher training seminars. www.viaa.gov.lv/lat/karjeras_atbalsts/info_tiklu_sadalas/</p>		X	X			X	X	X	X

		sys	ind	CMS	mix	cur	prof	acc	con	qual
70	<p>Maltese Youth Employment Programme (YEP) (MT)</p> <p>YEP was designed to increase the employability of young people and facilitate labour market integration of youth. This programme supported young people to make informed choices through increased access to information about services available, training courses and the labour market; equipped youth with the motivation and skills needed to enter, retain and progress within work; and addressed the development of individual action plans and initiatives aiding vulnerable youth and socially excluded individuals to pursue education, training and enter the labour market. Although the YEP has come to an end, some measures are still ongoing such as the youth website. www.youth.org.mt</p>	X	X	X	X		X	X	X	X
71	<p>Career Guidance Programmes within State Colleges (MT)</p> <p>To prevent ESL, Malta, within State Colleges (through the Directorate for Educational Services) provides career guidance programmes for primary and secondary school students. The main concept is to help students in their career exploration, and facilitate the transition from secondary schools to post-secondary level or to the field of employment. These initiatives are composed of one-to-one career interventions, one-week career exposure experiences (job shadowing), career portfolio initiatives, support for choice of subjects within the primary and secondary sector, tailor-made programmes to prevent early school leavers particularly relating to students with special educational needs and constant information-giving to students and parents regarding career choices and opportunities in the labour market. This service is further supported by the Directorate for Lifelong Learning, whereby further coaching and training services are available to anyone of the age of 16, or older.</p>	X	X	X	X	X	X	X	X	X
72	<p>Alternative Learning Programme (ALP) (MT)</p> <p>The ALP aims to assist young people who are most at risk of becoming ESL in their transition from compulsory schooling to further education or employment. The programme targets students in their final year of compulsory schooling whose examination marks in Maths, English and Maltese (core subjects) are very low and who eventually will not sign up for any Secondary Education Certificate (SEC) exams. This programme is vocational in nature targeting students who prefer hands on approach and practical methods of learning more than the academic perspective. It provides participants with a work-based approach, offering them a practical work experience as well as equipping them with the skills needed in the labour market. The ALP gives students the possibility of obtaining an Malta Qualifications Framework (MQF) Level 1 qualification and encourages them to engage themselves in further education after they finish their final year of compulsory schooling.</p>	X	X	X	X	X	X	X	X	X
73	<p>Personal, Social and Career Development Programme (PSCD) (MT)</p> <p>PSCD is a non-academic life skills programme which focuses on the self and the social aspect. Current themes are emotional literacy, the self, drug education, sexuality and relationships education, interact safety and communication. The subject is a compulsory subject starting from year 3 to year 11. A ministerial decision was taken to include a greater element of career education with the aim of developing CMS in students. The syllabus was updated and introduced in secondary schools in September 2014.</p>	X	X	X	X	X	X	X	X	X
74	<p>Drive to Reduce Dropouts [Aanval op de uital] (NL)</p> <p>This comprehensive national strategy is based upon a view that prevention is better than a cure; it includes related and co-ordinated measures across education, the labour market, and the community with a systematic co-operation of stakeholders. National measures include: "A qualification obligation" by the age of 18 up to the age of 27; "Personal education numbers" which allows (ESL) students to be tracked and monitored; a national "digital absence portal"; an "action plan to improve the mandatory career orientation and guidance" in secondary education and VET; eased "transfer to follow-up education programmes"; validation of non-formal and informal learning opportunities. www.aanvalopschooluital.nl/english</p>	X	X	X	X			X	X	

	sys	ind	CMS	mix	cur	prof	acc	con	qual
<p>75</p> <p>The Care-advise teams [Zorg Advies teams (ZAT)] (NL) In NL all primary, secondary schools and VET institutions have a care-structure. The care-advise team (ZAT) at school and locally consists of representatives from the school and, depending on the educational level and choices made, a representative of the public (youth) health service, social care, remedial educationalist and school psychologist, police/justice, which operate both inside and outside schools when students need extra care or guidance. Part of this care structure are "rebound facilities" which offer temporary five month shelters to "over-burdened" students with behavioural problems for whom all possibilities of in-school services have been exhausted, with the purpose to have these students return to education or to the labour market. www.zat.nl/</p>	X	X				X	X	X	X
<p>76</p> <p>SUPREME-mentoring [MentorProgramma Friesland] (NL) MentorProgramma Friesland provides additional guidance to young people in vocational education by the voluntary contribution of socially successful citizens. These "role models" offer extracurricular guidance and support to (vulnerable) youngsters in (pre-) VET, concerning their (school) career planning and personal development. The mentorship programme has proved to be successful for both mentees and mentors as well as for bridging the gap between education and labour market. It has been transferred to other countries. www.mentorprogrammafriesland.nl/pageid=681 www.supreme-mentoring.eu</p>		X	X	X	X	X	X	X	X
<p>77</p> <p>Toi Blue (NL) The Municipality of 's-Hertogenbosch (leading) and the Koning Willem I College co-operate to improve the quality of CEG at individual school-level and to realise a continuing CEG pathway across several stages of education in the region. The schools in the region co-operate. The improvement of the CEG quality focuses on the school as a whole and includes training of career teachers, and the development of clear vision and policy, developed and supported by the school management. www.toiblue.eu</p>	X	X	X	X	X	X	X	X	X
<p>78</p> <p>Werkcenter (NL) The Werkcenter model is designed to encourage work and job search at all stages. Through a simple structured approach, it improves the position of ESL and at risk young people (18-24/30 year olds) in the labour market immediately, while at the same time improving their long-term employability. The approach is an integrated model of work, job coaching, life coaching, income, job hunting, sports and care. Childcare is taken care of and other preconditions are given full attention. This employer – employee approach states the employees' own responsibility and the responsibility of the municipalities. http://vanschieadvies.com/?p=262</p>		X	X	X		X	X	X	X
<p>79</p> <p>(NO) 1) Participation in career guidance services or courses has shown positive effects on motivation and planning the next steps with hard to reach unemployed youngster. 2) This is combined in programmes which include activity plans, job match and an approach with individual follow-up, work practice, labour market training. 3) The combination of work practice from PES and curricular topics from school has been shown to be an effective model especially for the youngest ones. 4) The schemes are based on close collaborative procedures between PES and schools, and on binding agreements at county level. 5) Increasingly, the move is towards forward direction concurrent multidisciplinary services, including contributions from mental health and social services. www.kd.dep.no www.regjeringen.no/upload/KD/Kampanjer/NyGiv/NyGiv5.pdf</p>	±	X	X	X	±	X	X	X	X

		sys	ind	CMS	mix	cur	prof	acc	con	qual
80	Follow-up Service [FuS] (NO) The FuS in the county municipalities targets young NEET (16-21 year olds), to motivate them to get back to school or work and to qualify them to participate in education leading to basic competence and VET certificate/ university and college admissions certification. Work practice is combined with curricula topics. The project was operated regionally by the Educational Administration in every county in collaboration with PES-offices. National management and co-ordination of inter-ministerial groups and national conferences continues in 2014. Structures of practical collaboration between PES-offices and FuS/Upper secondary school are improved (external evaluations initiated). www.kd.dep.no www.hioa.no/Om-HIOA/Senter-for-veiferdso-og-arbeidslivsforskning/NOVA/Ungdom	±	X	X	X	±	X	X	X	X
81	"NAV (PES) Guiders in Upper Secondary School" (NO) This project until 2016, organised by the Directorate of Labour and Welfare in some PES counties (currently involving 12 NAV/PES offices and schools and continuously evolving), is initiated as part of the "New Possibilities Project". NAV guiders are located at upper secondary school (e.g. 4 d/w) to ensure that pupils with challenges can be given proper help at the earliest possible occasion (early intervention); to provide better knowledge of the local/regional labour market; strengthen the students motivation to complete education; provide early relevant multidisciplinary services from NAV and other relevant providers according to needs.	X	X					X	X	X
82	Cross-sectoral task force group (NO) Cross-sectoral task force group managed by the Directorate of Education. The main goal is to improve and strengthen the national co-ordination to provide improved basis for regional and local efforts to prevent ESL. Ongoing in the fall 2014.									
83	Voluntary Labour Corps [Ochotnicze Hufce Pracy] (PL) The Mobile Centres for Professional Information, the Vocational Training Centres and the Youth Career Centres offer career guidance services especially to ESL aged 15-25. VILC, a state organisation, intends to: support the system of education through social, occupational, and economic activation of young people; improve vocational qualifications of people or to retrain them; backing any initiatives intended to counteract unemployment and to nurture youths in the process of work performance, including employment and international co-operation. www.ohp.pl/en/	X	X	X	X		X	X	X	X
84	The Integrated Program for Education and Training (PIEF) (PT) This programme facilitates the completion of lower secondary education for early school leavers or at risk students (15-18 years old) through tailored curricula, tutoring and a strong vocational focus.		X	X	X	X	X	X	X	X
85	The Centres for Qualification and Vocational Education [Centros para a Qualificação e Ensino Profissional - CQEP] (PT) The 240 CQEP are structures managed by different training providers (public schools, vocational training centres, vocational schools, municipalities, companies, nonprofit organisation) for young people (aged 15 or more, attending the last grade of basic school) and adults: (over 18 years old, low-skilled). The CQEP provide guidance services and develop recognition of prior learning processes aiming to reach an education level (basic or secondary level of education) or a vocational qualification level (level 2, 3 or 4). http://cqep.angep.gov.pt/cqep.html	X	X	X	X		X	X	X	X
86	Vocational Courses (PT) In 2012, a new program was implemented, addressing students at least, 13 years old and with at least two years of retention. These students can still be integrated in their schools, to have academic courses. They also participate in professional practice, about 240 hours a year, in three different occupations, in companies. In the end of these courses, they are given the 6th or the 9th academic grade certification. They can also conclude the compulsory 12th year.	X	X	X	X		X			X

		sys	ind	CMS	mix	cur	prof	acc	con	qual
87	Mais Sucesso (PT) The Program uses differentiated, diversified forms of pedagogies and class group organisation, enabling collaborative work. This program aims to create a class without fixed students that temporarily groups students in the same year of schooling and having the same difficulties in school contents. Each specific group of students continues to work on the contents of the curriculum of his class of origin and, at the same time, benefits from a closer and individualised support. The sub-program "Fénix", promote the learning on Portuguese Language and Maths while the sub-program "Turma Mais" addresses all curriculum contents.	X	X		X		X			
88	Fostering of Guidance and Psychology Services (SPO) (PT) A two-year work program to be implemented during 2013-2015 with the aim to delivery better and closer intervention. The target groups are children and young students from preschool to high school, in public school system. The aim is to intervene in an early way to avoid school failure and to promote school engagement. This program has a wide number of actions aimed at school psychologist and students.	X	X	X	X		X	X	X	X
89	Choices Programme (PT) National program which aims to promote the social inclusion of children and young people from vulnerable socio-economic contexts, particularly the descendants of immigrants and ethnic minorities, with a view to improve equal opportunities and strengthening social cohesion. www.programaescollhas.pt		X				±	X	X	X
90	Folk High School Initiative (SE) The 'Folk High School Initiative' offers young people a three-month course aimed at preparing them for returning to or starting studies at upper secondary level. This is a project at the Folk High Schools in collaboration with Arbetsförmedlingen (a national agency with 320 local employment offices). The staff at the employment offices assign the unemployed to the Folk High School Initiative. Guidance is offered in varying degrees and in varying forms by the Folk High Schools. www.folkbildning.se/om-folkbildningsradet/verksamhet/studiemotiverande-folkhogskolekurs		X	X			X	X	X	X
91	Plug in (SE) Plug is a national project with a focus on young people who do not complete a upper secondary education. SKL, the Swedish Association of Local Authorities and Regions, is the national coordinator. ESF finances half of the project and participating municipalities the other half. About 60 municipalities in five regions are involved. The goal is to reduce the drop-out in secondary schools. They follow different strategies in which local practices and performance are tested to gain experience of practice. http://pluginnovation.se/eng			X	X		±			X
92	Youth in [Unga in] (SE) Unga in is a national co-financed ESF project run by Arbetsförmedlingen (PES) aiming at developing methods for working with NEETs, aged 16-24. Identified success factors are multi-skilled teams composed of various functions within Arbetsförmedlingen and the municipalities; local outreach activities led by young marketers with similar backgrounds as the target group; entrusting relationships with employers; and a holistic approach based on the individual needs and circumstances. Unga in is run in five municipalities: Stockholm, Gothenburg, Malmö, Gävle and Skellefteå. www.ungain.se									

		sys	ind	CMS	mix	cur	prof	acc	con	qual
93	Education package (SE) To support and inspire teachers in compulsory school to work with knowledge about labour market issues in their subjects. The teachers take part in two days of competence development, and between the days they get professional coaching/guidance in planning their lectures. Arbetsförmedlingen and Skolverket organise and arrange these competence development assignments together. The programme starts in seven locations around Sweden in autumn 2014 as a part of an assignment from the government, and will go on until 2016. www.skolverket.se/syy	±	X	X						X
94	Reduce drop out from VET -Apprenticeship education in upper secondary school (SE) To reduce ESL from VET and give students who are not eligible for a national programme an individually adapted clear educational route, meeting their different educational needs. The state may support schools and teachers by developing guidelines, web platforms, disseminating research results or by specific targeted grants. Recently initiated: further training of student and career counsellors on labour-market knowledge (2013–2016); Improved quality in the vocational introductory programme (<i>yrkesintroduktion</i>); Improved quality in workplace-based learning in upper secondary school (in general and for pupils with learning difficulties).									
95	State funding to municipalities in Adult education (SE) The government has allocated temporary money to Skolverket for grants to municipalities organising courses for young unemployed people between 20-24 years to complete their studies at basic level. To motivate the students, they will achieve higher grant than the ordinary grant in adult education.		X	X		X		X	X	X
96	Project Learning for Young Adults (PUM) (SI) PUM is a non-formal one year education programme for ESL and unemployed youngsters, aged 15 to 25, who have failed at school, are unemployed, have no basic vocational education and face social exclusion. The voluntary participants gain positive learning experiences and define their aspirations concerning their professional career and life in general. The success of the programme is said to be due to the individualised, supportive yet flexible learning environment and the support of a mentor. www.ess.gov.si/iskalci_zaposlitve/programi/usposabljanje_in_izobrazevanje/pum	X	X	X	X		X	X	X	X
97	Technical Assistance for Increasing Primary School Attendance Rate of Children (TR) To increase the attendance rates in primary education the <i>Student Monitoring Module</i> will be developed and implemented to enable the identification of risk groups and interventions for these groups based on their risks. The plans and materials will be integrated into current courses and tested during the 2014-2015 academic year in selected project pilot schools http://mebidap.meb.gov.tr	X	X					X	X	X
98	University Technical Colleges (UTCs) (UK) UTCs teach national curriculum subjects to 14-19 year olds, but complement academic content with technical and specialist learning including employer projects. UTCs tend to specialise in one or two areas – e.g. engineering and construction – with UTC employer-backers helping to design and deliver the curriculum offer, including projects.		X	X		X				
99	Career Information, Advice and Guidance (Career IAG) (UK) The National Careers Service provides on-line and phone support to all ages. Schools have a duty to secure independent careers guidance for their pupils. Local authorities have a duty to encourage, enable and assist the participation of young people and should work with schools to identify those at risk of not participating at post-16 level. The UK has re-focused the career guidance policy on getting more employers into schools to inspire young people about the options open to them. https://nationalcareersservice.direct.gov.uk/Pages/Home.aspx		X		X			X		



EUROPEAN LIFELONG GUIDANCE POLICY NETWORK (ELGPN) aims to assist the European Union Member States (and the neighbouring countries eligible for the Lifelong Learning Programme) and the European Commission in developing European co-operation on lifelong guidance in both the education and the employment sectors. The purpose of the Network is to promote co-operation and systems development at member-country level in implementing the priorities identified in EU 2020 strategies and EU Resolutions on Lifelong Guidance (2004; 2008). The Network was established in 2007 by the Member States; the Commission supports its activities under the Lifelong Learning Programme.

ONE OF THE EUROPE2020 TARGETS is reducing Early School Leaving (ESL) rate to less than 10 %. A multitude of approaches to combating ESL have been adopted across Europe. Each country has its own strategy and in a number of European countries lifelong guidance is identified as a beneficial measure for tackling early leaving from education and training. The Concept Note discusses the role of guidance in prevention, intervention and compensation actions related to ESL.

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