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Project Title

Self Awareness, evaluation and motivation system Enhancing learning and integration and contrast ELS and NEET

Acronym

SAVE

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Meeting/skype/event	<i>Multiplier Event 2015: Early Leavers in the Czech Republic</i>
Venue	Prague, Czech Republic 3 sessions: 18th May, 20th May and 27th November 2015
Participants	Teachers, trainers, stakeholders.
Abstract	Nineteen teachers and trainers in two separate groups were introducing their experience with student endangered by ELS and NEET. Six stakeholders (national office, industry, educational think tank etc.) disseminated teachers and trainers experience, attitudes and ideas about official dates, analyses and researches.
Target <i>(eventual)</i>	<i>ELS and NEET</i>





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METHODS

Multiplier event has taken place on Monday the 18th of May and Wednesday the 20th of May 2015. Thirteen participants attended the first meeting and seven participants attended the second. Meeting of stakeholders was running on 28th November and they had to make a feedback on teachers and trainers experience, notions and ideas. There had met six participants. All multiplier event sessions were gathered in Prague.

Duration: 120 minutes.

Topics: motivation, influence of the family, negative aspects of system, technologies involved, good practice.

List of the participants on Monday the 18th of June 2015

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List of the participants on Wednesday the 20th of June 2015

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Kristina Vaňková	Střední škola automobilní a informatiky
Lenka Rychlíková	Střední škola automobilní a informatiky
Marcela Sýkorová	Střední škola dostihového sportu a jezdeckví
Pavel Hampacher	Střední škola automobilní a informatiky
Renata Pátková	Střední škola dostihového sportu a jezdeckví
Zdeňka Michlová	SOŠ a SOU Praha - Čakovice

List of the participants on Friday the 28th of November 2015

Iva Tahová	Univerzita Palackého v Olomouci (Palacký University Olomouc)
Miroslav Hřebecký	EDUin o.p.s.
Petr Naske	Národní ústav ve vzdělávání (National Institute of Education)
Dalibor Daar	Gameleon s.r.o.
Miloš Rathouský	Svaz průmyslu a dopravy (Confederation of Industry of the Czech Republic)
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SUMMARY

Students and their motivation

- The main problem is the lack of career consulting and student coaching in elementary schools because students are surprised by the content of the chosen study branch.
- Career advising should be developed in vocational schools too. Many early leavers are fluctuating among branches and schools and an early advice can help them make a good choice in the beginning resulting in them staying in the system.
- Schools should not only be focused just on hard skills but teachers in cooperation with the family have to aim at finishing projects and processing ideas.
- Teachers should have more autonomy with regards to the curriculum, they admit teaching useless knowledge.
- Schools should implement a self-evaluation process of students and should apply other possibilities of evaluation of students, not just provide grades.
- Students are very keen on new technologies, they spent a lot of time with ICT devices. Teachers should involve more new technologies in the education process and try to find ways to involve more technologies in their classes.

Family influence

- Many families come from an underprivileged environment and suffer financial difficulties. Schools should deal with this and set up funds for students in a bad financial situation.
- Students desire to have trendy clothes or technologies and they look for part time jobs instead of attending the schools. Parents and students should be more educated in financial literacy or should cooperate with the citizen advice network.
- Schools should communicate more with partners about the contents and goals in education and why students are learning certain topics because some parents do not motivate their children to study.
- Some parents prefer digital communication concerning study reports and absences while do not have any digital literacy at all. Teachers should agree with the parents on the process and way of reporting.

Students and teachers dealing with system

- Schools are dealing with lack of the students therefore they accept all applicants even those without motivation. Schools are dependent on the number of students for money. It is



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demotivating for students to see others who do not attend, have bad records and still continue to study. Schools should find other sources of financing besides normative government support.

- There is a huge disproportion among students in the first year with regards to their skills and knowledge and students fail quite often. Vocational schools should cooperate with elementary schools where students come from and set up some preparation courses to eliminate gaps in knowledge.
- Vocational schools should set up tutoring centers and provide other help for students (psychology, financial literacy, getting financial support from the state institutions etc.) because students very often do not know how to solve their problems.
- Currently students have many opportunities to study almost any kind of school so vocational schools should approach the students in elementary schools and inform them about a perspective future in their branch of study.
- Vocational schools should provide more courses for children in elementary schools, students would find out if they can become engaged and motivated. Students do not have any manual work skills so this opportunity would help them to be more ready for vocational schools.
- Teachers do not know how to deal with students with psychological disorders and students manipulate with their rights and disregard their duties. Teachers should have psychological advisers for communication with these types of students.

What works

- The first sign of early leaving is the increasing absences in classes. Teachers should pay attention to the students missing at school, not just by forcing them to cover all their absences but by uncovering the real reasons of absences.
- Many students would like to earn some money so schools should provide a more practical education enabling them to earn some pocket money at least.
- Vocational schools should provide more courses for children in elementary schools. Students would find out if they get real engagement and motivation. Students do not have any manual work skills so this opportunity would help them to be more ready for vocational school.
- Involving parents in the education and motivation.
- Students appreciate an experience abroad so schools aim at developing an international network and offer possibilities of field trips and internship. There is problem with language skills of course.



WHAT TEACHERS HAVE SAID ABOUT EARLY LEAVERS

Students and their motivation

The main problem of the current school system is lack of the career guidance and counseling. Students very often do not have any idea what skills their chosen branch of study requires and what is the character of their future job.

Facing school reality is very shocking for kids. After they discover the study requirement they become confused. This is the reason why one third of students in first grade leave their classes.

Students are led to discipline. If they have a duty at school they automatically resist instead of studying.

Students would be much more motivated if they knew how to work with their failures. If they change their branch of study because of bad school records they feel as losers and become demotivated. *“Students who know how to deal with the changing of classes are happier at the end because they feel much more comfortable.”*

The current system allows fluctuation between the schools. *“We have chronic drifters who leave the first grade and submit a new application every year. Only a few of them successfully finish the school in the end.”* On the other hand some students purposely miss the remedial examination because they do not want to admit that they have failed.

The first indicator of the coming drop out problem is the increasing absence in classes. Leaving the school without an increasing absence is very rare. *“One of our excellent student left the school 2 weeks before the last examination because he fell in love and he wanted to spend time only with his new girlfriend.”* Other sudden reasons without the previous absences



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are drugs or unplanned pregnancies. One out of 25 girls becomes pregnant before finishing the school.

Lack of the motivation is not the only problem. *“Students are actually still kids. Some of them miss any wiliness to do something and don’t see any responsibility for their life.”*

Older students are more motivated because they have a better experience and realize the consequences of their decisions. *“Schools, teachers and psychologist should work more on developing students’s soft skills as self-evaluation and self-estimation. It is necessary to develop those soft skills in elementary schools.”*

We live in a time when people do not do what they studied. If students see this situation around them they will not really consider it necessary to finish their current school.

Many students are focused just on passing the school year. They are not motivated to get good school records.

We find problems in the curriculum, too. *“I teach mathematics and I have tested my students on something that is completely useless for their practical life and demotivating to continuing studying.”*

It is very difficult to get the students’ attention. They expect entertainment instead of education. Some of them are not interested in anything. They are at an age when they quit sports or other activities and we are expected to make them mature.

Some students have a problem with accepting rules and some of them openly admit they attend school just because of their parents.

The students’ attitude toward their studying is associated with their idea on how to make money. Some of them really think that making money is very easy.





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Even if we are surrounded by new technologies, kids are not interested about off-line technical things at all. *“They study a vocational school but they don’t understand why they should study vocational subjects.”*

Is very hard to compete with Facebook and games and ask students for their time during the week. The problem is that teachers are not able to involve technologies and social networks in education in general. On other hand some class teachers report that they have tried to make a site for the class agenda and it works very effectively. Teachers mostly try to involve new technologies in education if they are watched by the school management.

Family influence

Many students in vocational education come from families with a very low financial background with parents dependent on the welfare. Some teachers and trainers are not surprised that kids prefer taking a part time job instead of being present in school or training. *“It is very difficult for students to reach a serious status among others without trendy objects such as mobile phones. It is more important for them to impress their friends now rather than think about their own future.”* Students are very often satisfied with the money they earn even though the amounts are very small and they do not realize that with a certificate they would earn more. Students and their parents are missing financial literacy.

Some parents are not willing to pay attention to the school agenda so they force their kids to attend vocational schools. But they do not have any needed to learn manual skills and are frustrated. These are among the first who leave the school.

If negligent absences increase, parents tend to protect their kids and cover for their missing hours. The teachers do not have any authority to deal with students and to work on their study problem if the parents’ attitude is negative.

The critical social and financial background of some families leads parents to persuade their kids to temporally take up a part time job. *“After a of couple weeks students very often feel the sense of earning money and they stop attending the school.”*

If some students, after many years of fluctuation among the schools, finally find a suitable





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branch of study, they can be around 20 years old. They are at an age when their parents already expect their contribution to the family budget. Some students do not manage the negotiation with parents about postponing their financial participation within the family.

Some parents do not support the school in motivating the students. They disrespectfully comment about the school, teachers and studying volume. *“I’m not wondering that my son doesn’t like the school if they have to study this kind of bullshit.”*

Many parents have a different attitude toward the school discipline. Some of them carefully watch timesheets and if they have any doubts they call the teachers immediately. *“Some of the parents are very surprised that I call them when their kid is in trouble. They don’t understand what I ask them for.”*

Some parents feel very frustrated that they don’t have any influence on their kids. *“If kids don’t consider their parents as an authority, we are powerless.”*

During the study program some parents get divorced and move away and students have to leave with one of the parents. After that they do not want to commute.

Students and teachers dealing with the system

Czech schools can be private or public. Tuition in public schools is free of charge and private schools are paid. Many parents and students expect getting a certificate without any effort, especially in private schools. *“We are private schools because we provide better service for students: better teachers, a better technological environment and a better place for training. But students and parents think that we just sell a certificate.”* Teachers from public schools have a very similar opinion about students even though their schools are for free. The offer of study options absolutely exceeds the demands of the students in general. All schools (private and publics) get a fixed financial amount for each student but some study branches have their capacity filled up to just 40 %. The result is half-empty classes and financial problems of some schools. *“If we want to deal with demotivated students with extremely weak study records we are persuaded by the school management to keep bad students in the school. This has a domino effect on all the students, they are convinced that they are unpunishable and*





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they are safe even if they seriously disregard the school's regulations.” These conditions do not create a positive study atmosphere. The fact that all vocational schools accept students regardless of their current attitude toward their education influences the students' motivation. If they fail they always find another school. “But after years of fluctuation they are too old to sit in school and they quit studying all together and they leave the school system without a certificate.”

Because of the small number of students, almost everybody has a chance to study in an upper secondary school. The rest, the not studying and not motivated group of child population ends up in a vocational school. Teachers proclaim that a significant part of the students in the vocational schools are “white trash”, students from a very bad social and financial background belonging to the mainstream majority.

Teachers report a very obvious declining quality of elementary schools. This problem in elementary schools has an impact on the vocational schools too. The gap in knowledge and study outputs is huge among the students. This is the reason why teachers have to diminish their requirements with regards to study outputs. *“Many enterprises report that our alumni are not of the same quality level as a year ago. They become very skeptical to hire fresh graduates.”*

Some teachers consider consulting with schools psychologist very helpful. They often get distorted information about the students. *“Sometimes it is at least very relaxing to talk about problems with kids even if we cannot help them.”* On the other hand some teachers consider the school psychologist a very formal position. *“We know about the school psychologist during September when we get an email with a list of students with special needs.”* Most of the schools do not employ a psychologist or any other expert at all. *“We have to deal with bad students ourselves without any help. It is very frustrating. We don't know what to do with them, they are rude and pull our leg.”*

If students are over 18 they are allowed to explain and excuse their absences themselves. *“We are even forbidden by some students to inform their parents or to call them. It is not worth being in conflict with our students by contacting their parents.”*

Students do not get into contact with labor work so elementary schools should think more





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about training workshops for their kids. A problem is safety at school, for kids without craft work practice manual work is dangerous.

Many parents are often in a very bad financial condition. *“We have some students in the dormitory but they don’t have any money for a ticket. The system should think of these cases and find some kind of support.”*

Not all teachers agree with the fact that an on-line book with students’ reports and absences is helpful. *“Some parents do not want track their kids on-line because they were used to control their kids using paper documents. For some of them it is a matter of computer skills.”* Other teachers report that parents became very active and they enquire immediately after records are made on-line.

Students are not used to talk about their studying problem openly. If they do not like their branch of study they do not talk about it and it is problem to prevent them leaving the school.

Teachers do not know how to deal with students with psychological conditions. Some students leave school because they do not feel comfortable in a group.

Teachers do not have a school mobile and students very often do not have money so communication between the teacher and student is very complicated. Immediate communication could help to solve many problems.

Students are generally aware of their rights but they do not connect their rights with their duties.

What works

Some students check their timesheets and count their missed lessons. Therefore teachers should still concentrate on the absence agenda.

Half of the students fell they are still working in a repressive environment. *“An official warning from the class teacher or headmaster is effective. “But this only works if families are*





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interested in the student's school outputs.”

Schools with the option of the state secondary school-leaving examination or with a wider offer of study branches have higher chances to retain students in their school.

Since students leave elementary schools with a very low level of knowledge, it would be very helpful to organize “initial vocational training” in elementary schools. This would raise chances for success in the new school.

A good opportunity is an open day where it becomes obvious if kids are interested in a particular branch of study. This is a good time to interview while kids can try vocational technologies that they would follow in their study program. A problem occurs when parents manipulate their kids. *“A typical approach is: I like this school and you will stay here.”*

It is helpful talking to students rather than with parents. *“The problem is that students let talk parents on their behalf.”*

What is helpful is offering scholarship programs based to study records (in private schools) and a possibility to earn money during the training.

We should have been much more tolerant toward students with a specific interest even if they fail in vocational subjects.

We provide very sophisticated training at enterprises with an option to earn money and find a job in the future but some students are not willing to commute and they decide to stay in school training.

A contact with the real practical environment is very helpful enabling students to see that studying is meaningful. *“A well organized internship has a direct effect on student motivation.”* Study trips and excursion are helpful but they are not affordable for many students.





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An individual approach raises the chance to finish the school. If students have a possibility to get an individual test term or exam they appreciate this attitude and prepare for all their duties. Sensitive communication with parents is effective. *“They have to understand that we have the same a goal - providing a better future for their kids.”*

We should consider practice longer than one week as is common in Anglo-Saxon countries where students have as much practice as the need to learn necessary skills.

TRANSLATION OF THE NAMES OF SCHOOLS

SOS a SOU Praha - Čakovice	Secondary Technical School and Secondary Vocational School Prague - Čakovice
SOU Chuchle	Secondary Vocational School Chuchle
Soukromé střední odborné učiliště kadeřnické Praha 2, s.r.o.	Private Secondary Vocational School for Hairdressers Prague 2 Ltd.
SŠHK Bean s.r.o.	Secondary School for Cosmeticians and Hotel Services Ltd.
Střední škola - Centrum odborné přípravy technickohospodářské	Secondary School - Vocational Training Centre for Technical-Economic Branches
Střední škola automobilní a informatiky	High School Automotive and Computer Science
Střední škola dostihového sportu a jezdeckví	Secondary School for Horse Racing and Riding





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WHAT STAKEHOLDERS HAVE SAID ABOUT EARLY LEAVERS

Iva Tahová	Univerzita Palackého v Olomouci (Palacký University Olomouc)
Miroslav Hřebecký	EDUin o.p.s.
Petr Naske	Národní ústav ve vzdělávání (National Institute of Education)
Dalibor Daar	Gameleon s.r.o.
Miloš Rathouský	Svaz průmyslu a dopravy (Confederation of Industry of the Czech Republic)
Tomáš Feřtek	EDUin o.p.s.

Main single opinions and ideas are summarized in attitudes:

Miloš Rathouský, Education and Cohesion Policy Deputy Director. Confederation of Industry of the Czech Republic

Although in the Czech Republic the proportion of students in vocational programs of secondary schools is higher than the European average, there are still situations when employers search for graduates matching appropriate positions is unsuccessful. The problem probably lies in very low motivation of these students to study and work, and their low skills and abilities, not just professional. Facing the findings about the causes of drop-outs, I think that the Czech Republic can not afford to waste human potential this way. The solution, in my point of view, is in increasing quality (not extent) of teaching general skills, career guidance and active support of practical training on real workplaces – only thus a young person can gain experience and insight into the subject of his chosen profession. Those who still drop out of formal education, the state should provide with at least obtaining alternative qualification - e.g. as part of the National Qualifications Framework.

Tomáš Feřtek, EDUin think tank, consultant

It should be noted that a very special group of young people attend vocational schools these days. If a high school student leaves school, it is almost always due to grades or health problems. For apprentices the most fundamental reason is very often their reluctance to go to school, in which they see no point. A common factor is also the family pressure "to finally get to earning money instead of wasting time at school." The solution therefore lies more in social work than in the capabilities of a teacher.





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Dalibor Daar, Managing Director of Gameleon – company focusing on strengthening the motivation in digital environment

A big problem is the motivation of children. The school can not use all the potential to make children interested. The problem lies in teachers' low digital literacy, which does not allow them to present information to students in a way they are accustomed to. This leads to a discrepancy between the way students receive and process information at school and the way they do it in their free time.

As long as teachers use the blackboard and students rewrite or copy instead of using electronic interactive diaries, use grades instead of electronic badges, communicate with children by email instead of using mobile applications and social networks, we should not be surprised that they do not want to attend schools.

Iva Tahová, university teacher at Palacky University Olomouc, specialist in adult education

The problem of early leavers is based on work with children in elementary schools. They often have no idea about what each profession entails, what technical but also personal qualities the student must have to master the profession. They do not know what the working environment looks like and what the requirements during training are - even their parents do not know that. If a child enrolls a vocational training, the school should be able to identify an inappropriate choice and work with it. Larger schools should quickly offer a different field and provide the tools to adapt to a new field quickly. Smaller, specialized schools should collaborate with other schools in the area and coordinate the transfer to a new school, including support for integration into a new learning environment. Schools must focus on career guidance at all levels of the educational system. An elaborate system of career counselling can significantly increase the efficiency of the education process and the ability to provide the business sector with graduates with the necessary knowledge and skills. It would also enhance the transferability of skills that would increase the chances of success in completely different fields.

Petr Naske, National Institute of Education, POSPOLU Project Manager

The POSPOLU (“together”) project showed, on different approaches of companies to cooperating with schools, that methods of motivating pupils range from “positive discrimination” (students receiving a scholarship for early arrivals at workplace, receiving





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breakfast at vocational training, etc.) to skepticism about the level of students, which employers sometimes see as very low and are not interested in such "unpromising" pupils. Thus, I see as essential the boost of interest in a craft in students ever since the second grade of primary school, so that students actually decide for a field towards which they have a positive relation. Early leaving then is certainly influenced by a mixture of many effects that must be evaluated individually. Surely it does not help that the media present studying a vocational school as not a suitable choice of a career path, when more pupils can dare to study "High Schools" today. The way is not in restricting access to high schools with final "maturita" examination but in investment in informed choices of elementary school students and their parents, combined with investments in the quality of vocational education and encouraging employers to cooperation between each individual apprentice and a specific expert in the field - on any basis. Let me paraphrase that relationship to work can only be supported by someone who himself is dedicated and has a positive relationship to work.

Miroslav Hřebecký, EDUin think tank, services and education leader, ten years' experience as a headmaster of a private grammar school

The problem of early leavers lies in low attractiveness of the educational environment. Current school is based on the needs of the 19th century, emphasizing order and regularity. Students perceive that any of today's jobs, even those for less skilled, requires flexibility in approach, improvisation, improving processes. Even those strongly motivated have trouble bearing sitting at a desk all day, where teachers alternate every 45 minutes, some of them failing to inspire their students to studying the subject. In order to make the students believe that the time spent at school is a meaningful activity for them, a major overhaul of the system of education is a necessity. Education should be more in tune with current events, trends and developing skills for the management of problems to solve. One of the ways to do this is appropriate involvement of project-based teaching, which involves local companies and stakeholders, organizations and authorities. Student motivation would certainly be strengthened by participation of the community in educational activities. First, the students would see the effect of education in their neighborhood, but also it would lead to more thought on considering dropping out of school taking in account their responsibility towards their neighborhood.





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THE ATTENDANCE LISTS



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The attendance list contains an incorrect date: First session has taken place in 2015 which we can proof by invoice from meeting place provider HUB, s.r.o and participants signature at bill.





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The attendance list contains an incorrect date: Second session has taken place on 20th May 2015 which we can proof by invoice from meeting place provider HUB, s.r.o. and participants signature at bill





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