



IO1 - SAVE SCENARIOS, NEEDS AND RESOURCES

SAVE COMPARED RESEARCH



Erasmus+

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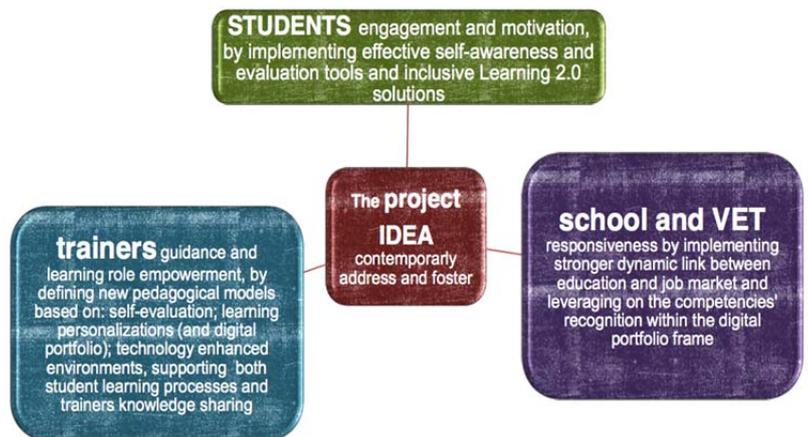
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1 Foreward

1.1 SAVE project overview

SAVE project – *Self Awareness, evaluation and Motivation system Enhancing learning and Integration to prevent and contrast ESL and NEET* – is aimed at define and validate innovative self-awareness, evaluation and motivation models, approaches and tools, in order to prevent and contrast Early school leaving and NEET phenomenon.

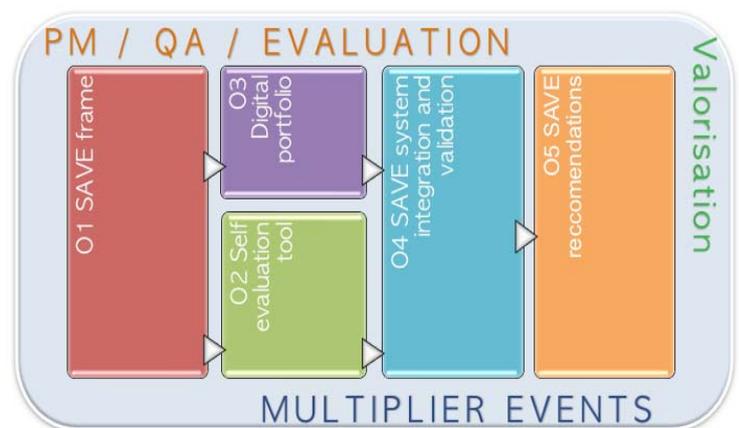
The SAVE system has been designed in order to valorise and enhance the emotional and experiential learning dimensions by implementing multimedia solutions, social tools, personalized tools, also in terms of connecting external communication and (informal) learning resources. More specifically, the overall SAVE methodological and technological frame and resources are aimed at realize and validate an innovative system, contemporaneously addressing:



- **Students engagement and motivation** by implementing effective self-awareness and evaluation tools and inclusive learning solutions;
- **Trainers guidance and learning role empowerment** by defining new pedagogical models based on: self-evaluation; learning personalization (and digital portfolio); technology enhanced environments, supporting both student learning processes and trainers supporting/guiding action;
- **School and iVET responsiveness** by implementing stronger dynamic link between education and job market and leveraging on the competencies' recognition within the digital portfolio frame

Consistently, its design has been strongly grounded to fulfil the double supporting goal, targeting the two actors of the orienting, motivation, learning processes: trainers and youths.

In order to achieve its aims, the project is articulated in 5 intellectual outputs, 8 multiplier events and 3 final conferences and is supported by robust communication, dissemination and project management actions and processes.



The SAVE system, its components and supporting (trainers and youths) resources will be:

- ⇒ realized, starting from the sharing and valorisation of partners complementary competences and existing resources, practices and experiences;
- ⇒ validated within a wide piloting framework, both at national (IT) and partners countries level (ES; UK; CZ).

1.2 SAVE SCENARIOS, NEEDS AND RESOURCES (IO1) Overview

The first intellectual output of SAVE (*IO1 - SAVE Scenarios, Needs and Resources*) represented the conceptual baseline of SAVE system by realising:

- an integrated collection of partners resources, experiences, practices and tools that shared, analysed and adapted to the targeted needs and targets (*SAVE CLIPPING resources - O1A1*);
- a comparative scenario and need analysis aimed at guiding the above mentioned adaptation and at furnishing further knowledge on the differentiated segment needs of the ESL and NEET phenomenon in the partners countries so to define a more effective and customised prevention and recovery responses (*SAVE Research - O1A2*).

The document presents the main findings of the “SAVE Scenarios, needs and resources” developed according the first intellectual output goals, activities and timeline as well as the research framework defined at the project start-up and shared within the first consortium meeting.

The present **compared Save Research** has been:

- realised on the basis of **country reports** (IT, UK, ES, CZ) developed according to the research frame shared and its supporting methodological resources and tools (please refer to “*IO1 Plan & Research frame and supporting methodological resources*”) and on **EU level** desk research focusing on the ESL and NEET phenomenon;
- aimed at **researching and deepening the SAVE relevant dimensions** as emerging at each country level, with special reference to: the scenarios on NEET, ESL and iVET system in terms of statistics, programmatic and project actions and practices; within this scenarios, the relevant dimensions related to the personalization degree of the guidance and training systems as well as the technology employment dimensions. Consequently, it represents the main framework guiding the resource transfer and adaptation processes (starting from the resources shared within the SAVE clipping base – O1A1) and the design of the SAVE system and its components (IO2, IO3, IO4). At the same time it also furnish evidences to set-up SAVE network to be activated within validation and valorization processes, as well as the development of the *SAVE Recommendations* (IO5).

More specifically, the SAVE compared research has been developed by carrying out both **desk and in-filed research activities**. These last activities have been aimed at:

- deepening the main relevant SAVE dimensions, mainly in terms of critical issues underpinning the NEET/ESL phenomena as well as the actual and potential actions

(and actors) for its prevention, with special reference to the learning and guidance personalization supported by self-awareness, evaluation and motivation dimensions, consistently with SAVE frame);

- involving main SAVE stakeholders (trainers and guidance professionals; iVET representatives; institutional actors; ICT and researchers; companies' placement and companies representatives). Consistently to SAVE aims and approach, this is aimed at:
 - grounding SAVE research;
 - set up the SAVE iterative design & development process;
 - building the SAVE network at each country level also for its future valorisation.

The in-field activities supporting the first intellectual output of SAVE has been realised as follow:

- **GREAT BRITAIN:** it was made a **focus group** involving about ten participants (seven external), representing the education & training system, the business system and the labour market. Moreover, the report has been enriched by the participation to the **Youth Employment Summit**;
- **SPAIN:** it has been realized a **questionnaire distributed to 25 trainers** (and supervisors) from different educational and training institutions, structured on 32 questions relating to the main critical dimensions of the youths at risk exclusion or abandonment school "adaptation" within the school/training system;
- **CZECH REPUBLIC: focus groups** with about 20 participants has been carried out close to the multiplier event realization. The Navreme in the field activity has also seen a direct participation of NAVREME partner integration and enrichment, starting from the sharing of the SAVE project issues, programmatic strategic lines of the **Industrial Confederation** regarding abandonment and NEET, as also it reports to downstream of their multiplier event.
- **ITALY: two focus group** has been realized in February 2015 at CIOFS-FP.
 - The first with researchers from the **EU project (LLP) Ent4ALL** aimed at identify, share and compare at both national and European level the main problems on prevention and contrast of NEET and the VET ore Job integration support.
 - A second focus group, focused on the national level, was then carried out, with about **15 trainers**, on the issues and the specific dimensions of the development of the SAVE system (guidance, assessment, learning and development processes personalization, and so on). This focus group was also supporting the starting phases of the transfer&design activities of SAVE self-assessment tools (IO2) and portfolio (IO3).

The research evidences (national and comparative; desk and in-field) represent the **conceptual, methodological and operational framework** for the design, development and integration of the system and its resources and components, as they allow to realize¹:

¹ Also refer to the project document "SAVE_IO1_Country reports" for a comprehensive view of the evidences collected and activities carried out at each country level and to the project document "SAVE_IO1_Operative Plan and Methodological resources" describing the shared research frame and its main goals and scope. For more information,

- the organic integration of resources, practices, experiences, tools related to the specific needs and contexts;
- an analysis of national and comparative scenarios aimed at deepening both the current and emerging needs both to deepen the specific issues of prevention and contrast of NEET and DROP OUT phenomena in the various and different targets / segments
- the framework for the development and integration of the system and the SAVE model with respect to its variables and key dimensions.

2 Employment and E&T systems challenges, policies and changing scenarios

In the present section is briefly reported the scenario elements relevant for the SAVE scope and aims which focus to analyse the dimensions affecting the ESL and NEET phenomenon and to address/re-address the SAVE actions.

Starting with an overview of the education system in the four project partners, this section also reports the programs and the policies which have been carried-on by European, national and local institutions.

2.1 Education, iVet and VET systems: challenges and changing scenarios

Across the UK there are five stages of education: early years, primary, secondary, Further Education (FE) and Higher Education (HE). Education is compulsory for all children between the ages of 5 (4 in Northern Ireland) and 16. FE is not compulsory and covers non-advanced education which can be taken at further education colleges and HE institutions (HEIs). The fifth stage, HE, is study beyond GCE A levels and their equivalent which, for most full-time students, takes place in universities and other HEIs and colleges.

 UK

Responsibility for funding post-16 learning in England is shared between the Department for Education (DfE) and the Department for Business, Innovation and Skills (BIS).

The 2011 White Paper 'Building Engagement, Building Futures'² outlined the current strategy to maximise the participation of 16-24 year olds in education, training and work. It set out how existing reforms to schools, vocational education, skills and welfare provision would all help to increase the number of young people who are engaged in education, training and work. It also set out the measures over and above these, which were considered needed to help the most vulnerable.

The UK has a relatively low proportion of upper secondary students enrolled in initial vocational education and training (38.6% compared to 50.4% in the EU in 2012). In contrast with the wider EU trend, initial vocational education and training graduates in the UK have an employment rate that is 2.4 percentage points lower than their counterparts from general education and the employment advantage for this kind of qualifications

please contact the Project Coordinator at CIOFS FP.

² See 'Building Engagement, Building Futures' at

<http://webarchive.nationalarchives.gov.uk/20130401151715/https://www.education.gov.uk/publications/eOrderingDownload/HM-00195-2012.pdf>.

compared to lower-level qualifications is lower than the EU average³.

There is no shortage of vocational routes in the UK. However, with effect from September 2014, only two newly introduced vocational qualifications will count in school performance tables in England: Tech Levels and Applied General Qualifications.⁴

England is **incentivising employers to participate in designing and developing vocational qualifications** by requiring Tech Levels to be endorsed by employers in order to be included in performance tables.

The policy response to the shortage of vocational skills in England has been to **review the apprenticeship system**. This review recommended simplifying the system and gradually introducing new improved quality standards into all apprenticeships by 2017/18. In June 2014, Northern Ireland published a new strategy on apprenticeships too, increasing the number and quality of higher apprenticeships available and announcing measures to increase employer engagement and improve the reputation of apprenticeships. In the UK, since September 2010, 17 University Technical Colleges have opened and further 27 are due to open, all run by partnerships between universities and local employers.

The education before 6 years is termed as pre-primary education or kindergarten education and is divided into two groups. First is up to 3 years and the second is from 3 to 6 years of age. From 6 to 16 years of age, the education in Spain is divided into two groups:

 ES

The first group, called primary education, is for students between the ages of 6 and 12. 12 to 16 years (called secondary education).

The primary education is divided into three cycles 1) 6 to 8 years (first cycle) 2) 8 to 10 years (second cycle) 3) 10 to 12 years (third cycle) During this stage, the average number of students in a class is around 25 in the Spanish schools.

The primary goal of this level of education is to provide all the children with a common education which makes it possible for them to acquire the basic cultural elements, learning oral expression, writing and arithmetic, as well as a progressive self-sufficiency of action in their environment. The certificate given at the end of this stage is termed as School Graduate. The secondary education is divided into two cycles 1) 12 to 14 years (first cycle) 2) 14 to 16 years (second cycle) During this stage, the average number of students in a class is around 30 in the Spanish schools. The certificate given at the end of this stage is termed as Secondary Education Graduate.

The next stage of education is called as medium-grade training cycles. This stage has two options. 1) Bachelor degree and lasts for 2 years. The subject categories available are o Arts o Natural and health sciences o humanities and social sciences o technology 2) Training for occupations will allow a student to take their studies for only specific jobs and

³ Cedefop (2013) *On the way to 2020: data for vocational education and training policies, country statistical overviews: United Kingdom*

⁴ Tech Levels are vocational qualifications leading to recognised occupations which have the support of professional bodies and/or employers. They are at least equivalent to a GCE A level and count towards a new Technical Baccalaureate performance measure, which recognises the highest level of technical training achieved by students aged 16-19.

Applied General Qualifications are vocational qualifications that are not linked specifically to an occupation but which offer broader study in a vocational area and allow entry into higher education. They are at least the size of an AS level and must have the backing of at least three universities.

is often an the choice for those who want a less academic course. Upon obtaining this qualification the student is then allowed to enter the workforce in their field, or can enroll in another technical program that combines all of the specialized courses that are required.

The next stage of education also has two choices. 1) Post secondary occupational training, an extension of the occupational training allows students to further enhance their training to a higher level and lasts either one or two years 2) University education and admission into it is determined by a university entrance exam which is held in each June. It has three stages. The short degree programs that take 3 years to complete, which can be either University diploma or Engineering Technician are longer programs last between four and six years. You will find that the programs are separated into two different cycles. In the first cycle you can anticipate two to three years of education that consists of general education studies in the major that you have chosen. In the second cycle there is an additional two to three years of further education required. Doctoral programs generally require two years of further study and consist of both coursework and a dissertation.

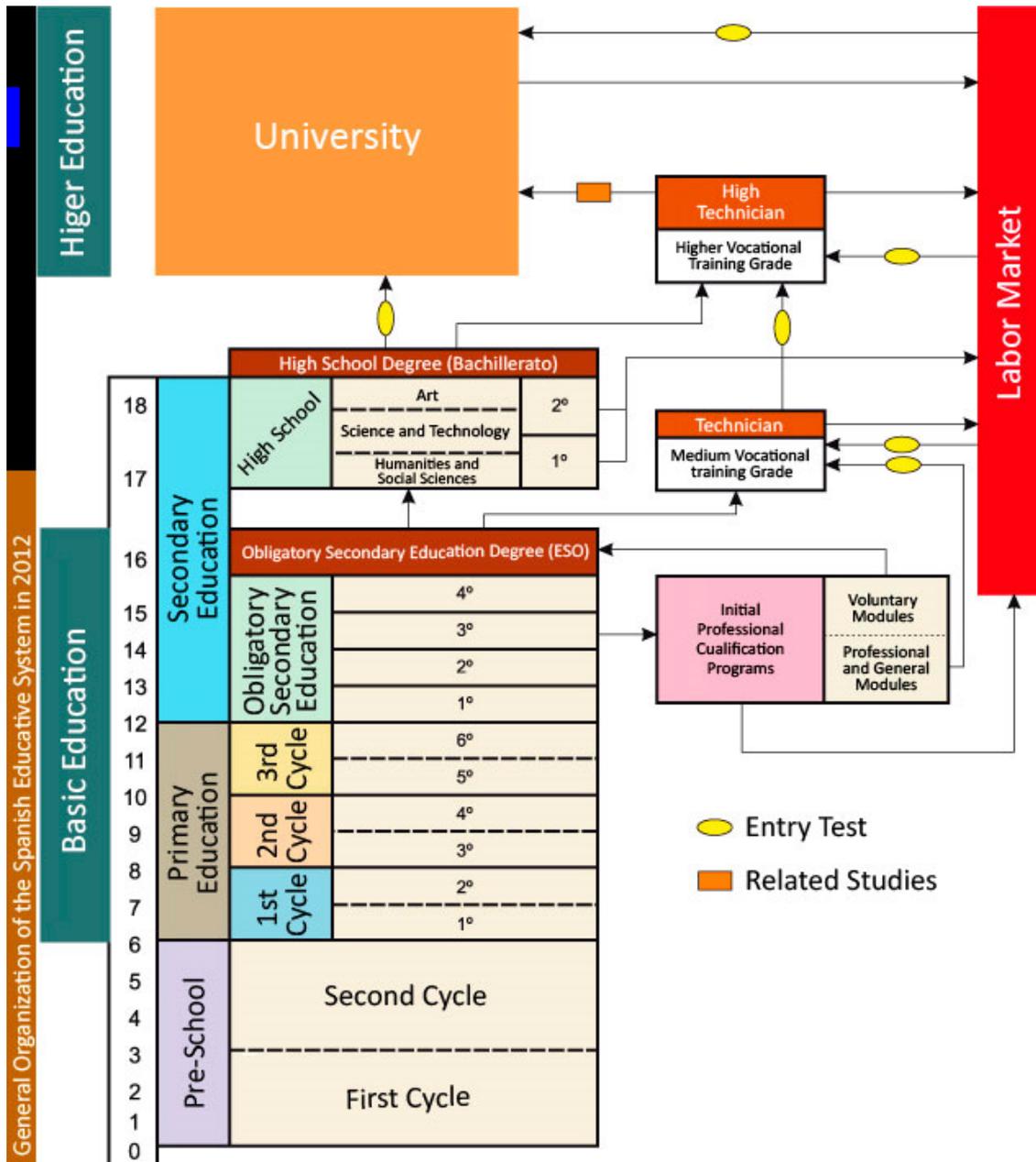


Figura 1: <http://www.studying-in-spain.com/wp-content/uploads/2013/08/spanish-education-system.jpg>

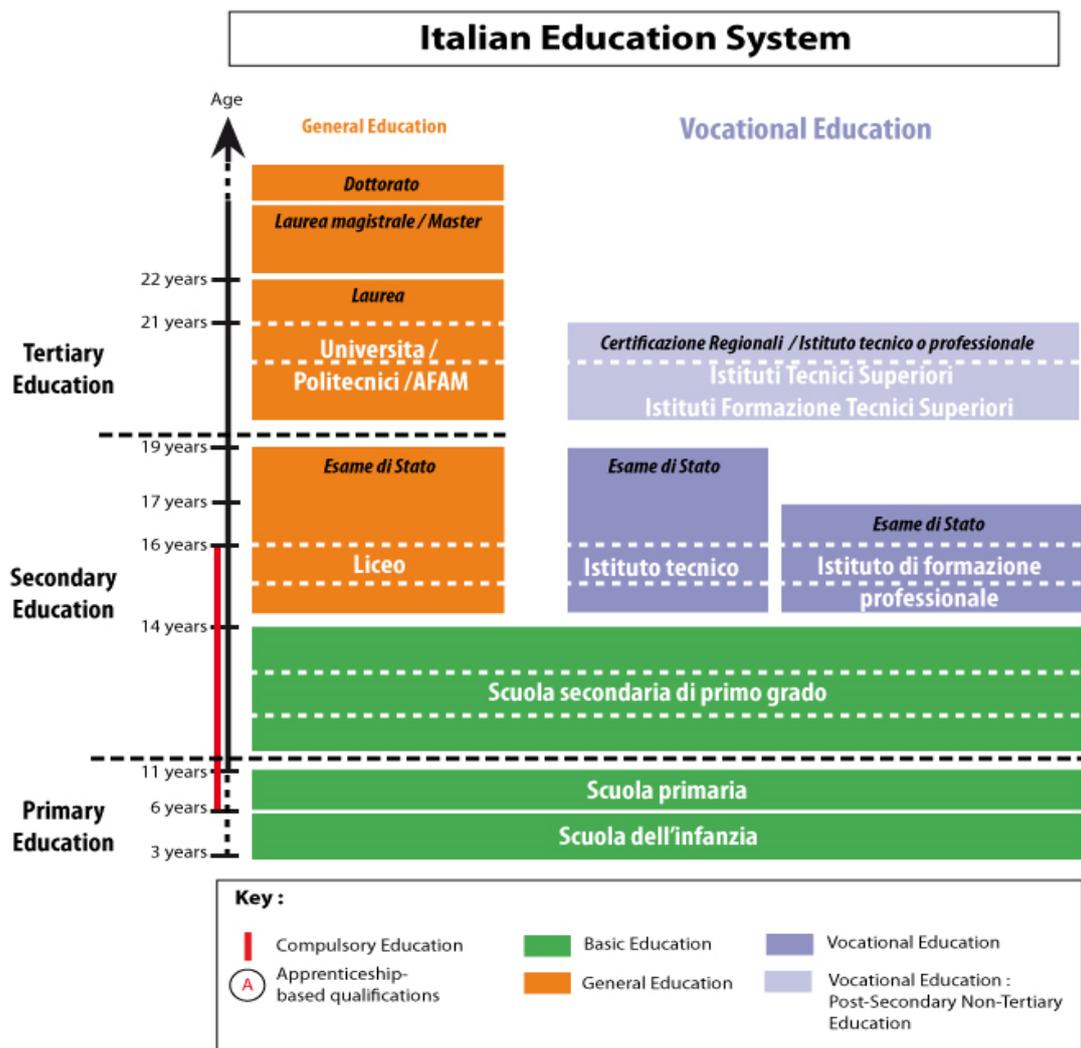
Education in Italy is compulsory **from 6 to 16 years of age** and is divided into five stages: kindergarten, primary school, lower secondary school, upper secondary school and university.



The education system is organised as follows (INDIRE, 2014)

- pre-primary school (*scuola dell'infanzia*) for children between 3 and 6 years of age;
- first cycle of education lasting 8 years, made up of: primary education (*scuola primaria*), lasting 5 years, for children between 6 and 11 years of age; lower secondary school (*scuola secondaria di I grado*), lasting 3 years, for children between 11 and 14

- years of age;
- second cycle of education offering two different pathways: State upper secondary school (scuola secondaria di II grado), lasting 5 years for students from 14 to 19 years of age. It is offered by licei, technical institutes and vocational institutes; three and four-year vocational training courses (IFP). It is organised by the Regions;
- higher education offered by universities, polytechnics included, institutes of the Higher Education in Art and Music system (Alta Formazione Artistica e Musicale, AFAM) and Higher Technical Institutes (Istituti Tecnici Superiori, ITS).



After completion of the first cycle of education, the final two years of compulsory education (from 14 to 16 years of age) can be undertaken at a State upper secondary school (liceo, technical institute or vocational institute), or on a three- or four-year vocational education and training course which is within the Regions institutional competences.

Italy has both public and private education systems. The Government has the responsibility:

- to maintain a complex coherence of the general education system
- to control quality
- to ensure financial and technical instruments for the general balance of the education system

Regions instead are responsible of the VET repertories. Local institutions have to ensure educational policies in coherence with the characteristics of the territory. Educational institutions, in particular, have to project and realize training activities more and more personalized for the specific needs of each pupil.

At national level recent reforms have strongly impact the system, by promoting relevant institutional, strategic and organizational changes: the school reform (la Buona Scuola) and the job system reform (Jobs Act). With special reference to the SAVE scope, they promote significant changes on the dual system and the overall education/job system, on the competences validation systems and dimensions, on the trainers/teachers/tutors roles and competences.

Czech pupils finish their elementary school at 15 years after 9 grades. Pupils generally decide among:

- Secondary vocational school (2 or 3 years program) finished by apprenticeship certificate.
- Secondary technical school (4 or 5 years program) finished by leaving examination (some technical schools offer next to leaving exam apprenticeship certificate).
- Upper secondary school (4 years program).

CZ

For all students is duty to pass secondary school leaving exam in case they want to study at the tertiary technical school or university. Graduates of the technical vocational school reach just apprenticeship certificate so if they want to approach the tertian technical school or university must pass the two years extension study, which is very often part of the technical vocation school.

As reported by EP-NUFFIC (2015)⁵, since the 1st January 2005, the Czech education system has been based on the following two acts:

- the Education Act, which sets out the rules and administrative procedures from preschool and primary education to the upper grades of secondary education and tertiary vocational education;
- the Act on Educational Staff, which formalizes the teaching profession at the various levels listed above.

In the Czech Republic, higher education is provided through a unitary system with no strict distinction between academic education and higher professional education. Some programmes have the characteristics of both higher professionally oriented education and university education. Examples include teacher training for primary education at universities.

⁵ <https://www.epnuffic.nl/en/publications/find-a-publication/education-system-czech-republic.pdf>

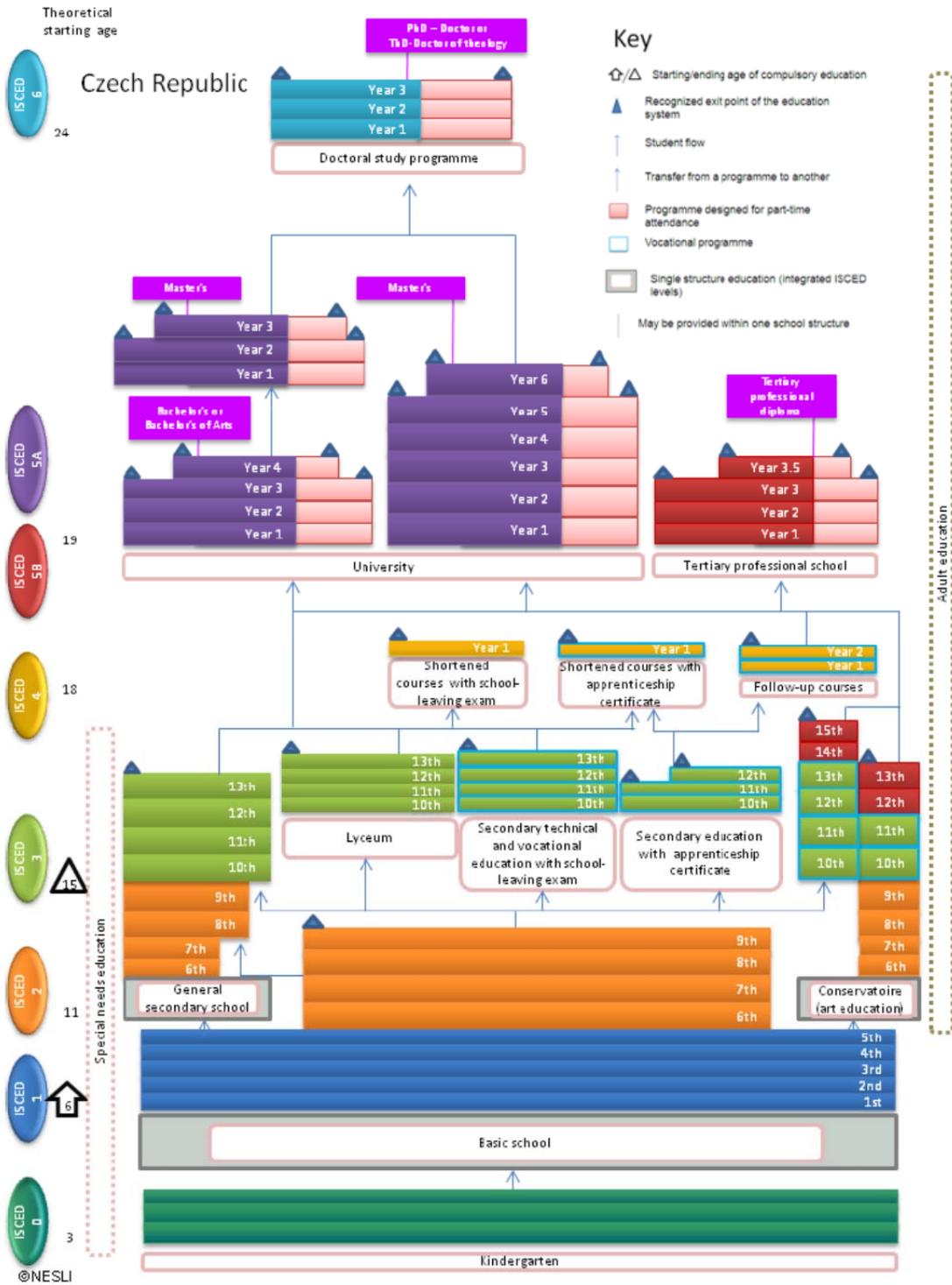


Figura 2: http://www.oecd.org/edu/EDUCATION%20POLICY%20OUTLOOK%20CZECH%20REPUBLIC_EN.pdf

2.2 Policies and programs

Early school leaving (ESL) is in most of cases both a result of educational, psychological and social problems and a cause of continuous social insecurity. Most of problems also related to youth unemployment are linked to inadequate skills, personal and professional.

The EU target is to reduce at less than 10% the number of ESL.

High rates of ESL are detrimental to the objective of making lifelong learning a reality and a constraint to smart and inclusive growth in Europe. They increase the risk of unemployment, poverty and social exclusion. ESL represents a waste of individual life opportunities and a waste of social and economic potential.

| EU INITIATIVE | MAIN AIM |
|---|---|
| European Agenda for New Skills and Jobs | raise overall skill levels and to give priority to the education and training of those at the risk of economic and social exclusion, in particular early school leavers |
| EU Skills Panorama | EU-wide tool of gathering information on skills needs, forecasting and developments in the labour market |
| Youth on the Move | improving young people's education and employability while reducing the high rates of youth unemployment |
| EU Apprenticeship Alliance | measures to simplify the transition from education to work creating a continuum between the formal learning and the work-based-learning |

At European level (EU, 2013)⁶, comprehensive strategies to reduce ESL must address the entire education spectrum and include prevention, intervention and compensation measures. **Preventing ESL requires initiatives at system level; intervention takes place at the level of individual schools.**

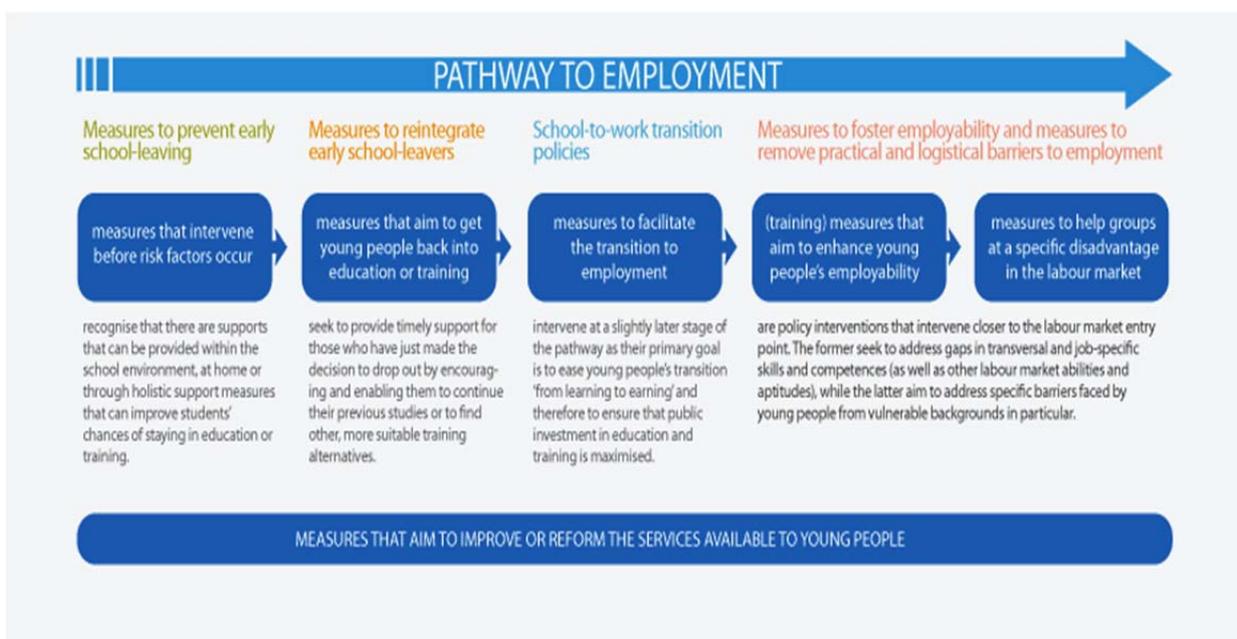
- **Prevention** measures seek to tackle ESL before its first symptoms are visible. At system level, the following characteristics of the education and training system can help reduce obstacles to completing upper secondary education:
 - o Access to good quality early childhood education and care (ECEC);
 - o Relevant and engaging curriculum;
 - o Flexible educational pathways;
 - o Better integration of newly arrived migrant children;
 - o Smooth transition between different levels of education;
 - o High quality, attractive and engaging vocational education and training (VET);
 - o Involvement of pupils and parents in school decision-making;
 - o Initial and continuous education for education staff;
 - o Whole school approaches;
 - o Strong and well-developed guidance system;
 - o Cooperation with the world of work;

- **Intervention** measures addressing emerging difficulties at an early stage.

⁶ http://ec.europa.eu/dgs/education_culture/repository/education/policy/strategic-framework/doc/esl-group-report_en.pdf

- o **Early Warning Systems (EWS)** refer to different methods and routines aimed at identifying and responding to early signs of ESL;
 - o Systemic support frameworks within schools;
 - o Extra-curricular and out-of-school activities to enrich the learning offer;
 - o Support to teachers;
 - o Empower families and parents to support their children's education;
 - o Raise parental awareness of ESL;
- **Compensation** measures aim to re-engage people in education and training.
- o Accessible and relevant second chance schemes;
 - o Recognition;
 - o Commitment and governance;
 - o Personalised and holistic approach to second chance education;
 - o A distinctive learning experience;
 - o Flexibility in the curricula;
 - o Teacher involvement and support;
 - o Links between second chance education and mainstream education.

The transition from the education pathway to employment as reported by Eurofound (2012) is not easy and require a continuum of actions to be efficacy and impactful. Below a significant and exemplify image.



According EUNEC (2013)⁷, in 2013 Member States agreed to focus interventions on the target thus *young people at high risk of early school leaving and with low basic skills*.

2.2.1 UK relevant Policies, Programs, Initiatives

All UK national administrations have put in place measures to reengage young people who are not

⁷ http://www.eunec.eu/sites/www.eunec.eu/files/event/attachments/report_vilnius.pdf

in employment, education or training (NEETs) either through education or work opportunities (the Youth Contract in England, the Youth Engagement and Progression Framework in Wales, the Pathways to Success programme in Northern Ireland and the Opportunities for All programme in Scotland).

Current Government schemes with elements aimed at reducing the number of young people who are NEET include: Raising the participation age, the Youth Contract, Apprenticeships & Traineeships, the Work Programme.

Raising the Participation Age

During the last 3 years the age to which all young people in England must continue in education or training has been increased from 16 to 18. Post-16 options include:

- Full-time education (e.g. school, college or home education).
- An apprenticeship or traineeship.
- Part-time education or training if employed, self-employed or volunteering full-time.

The Youth Contract

The Youth Contract is a package of schemes aimed at helping young people into sustained employment, launched in April 2012 combining existing schemes with new ones. The Youth Contract measures are outlined below:

- **Apprenticeship Grant** for Employers of 16-24 year olds (AGE 16-24): Payments of £1,500 are available to employers with less than 50 employees that take on young apprentices.
- **Work experience:** Placements are available through Jobcentre Plus for 18-24 year olds who have been claiming JSA for at least 13 weeks.
- **Financial Support to providers** for 16 and 17 year olds who are NEET: Payments of £2,200 are made to providers who take on 16 and 17 year olds who are not in education, employment or training and who have low or no qualifications, and those from other disadvantaged backgrounds.
- **Sector-based work academies:** Some 18-24 old JSA claimants will be offered a mixture of training, work experience, and a job interview at a local firm through Jobcentre Plus.
- **Extra support at Jobcentre Plus:** 18-24 year old JSA claimants are intended to have weekly rather fortnightly signing on meetings at the Jobcentre Plus.
- **Funding for localised Youth Contracts:** Localised Youth Contracts are available in Leeds City Region, Liverpool and Newcastle. The cities designed their own local schemes using national funding.
- **Wage incentives:** Payments of up to £2,275 were available to employers who employ young people (aged 18-24) who have been claiming JSA for over six months. Payments were made after 26 weeks of employment, although partial payments were available to small firms and employers where employees left between 13 and 26 completed weeks. Enrolments for this scheme ended on 6 August 2014.

Apprenticeships & Traineeships

Apprenticeships are paid jobs that incorporate on- and off- the job training. Successful apprentices receive a nationally recognised qualification on completion of their contract. The Government pays a proportion of the training costs for apprentices, depending on their age, with remaining training costs normally covered by the employer. [Apprenticeship Grant for Employers of 16-24 year olds (AGE 16-24): As part of the Youth Contract, Payments of £1,500 are available to employers with less than 50 employees that take on young apprentices].

People aged under 24 who are unemployed and have little work experience, but can be prepared for employment or an apprenticeship within six months are able to start **traineeships**.

Traineeships provide education, training and work experience to young people to help them get an apprenticeship or other job.

The newly created traineeship programme in England has helped reduce the proportion of NEETs by offering 3,300 traineeships in its first six months of operation. A new delivery framework was introduced in August 2014, defining traineeships as a flexible combination of work preparation training, English, maths and a short work placement for low-skilled, unemployed 16-24-year-olds who aspire to join an apprenticeship programme afterwards. Employers are not expected to remunerate the work placements, but trainees are allowed to keep receiving unemployment benefits.

Work Programme

The Government's main welfare-to-work scheme, the Work Programme, offers support to various groups of long-term unemployed people depending on their particular circumstances. Individuals are referred on to the Work Programme from their local Jobcentre Plus after they have been receiving JSA or ESA for a minimum amount of time. Those aged 18-24 on JSA are referred to the programme after the 9-month point of their claim. Some claimants who are NEET are referred early to the Work Programme, after claiming for three months. Further information is available in the Library Standard Note, Work Programme.

Mandatory Work Activity

Jobcentre Plus advisers can refer claimants on a mandatory basis to a work placement lasting for four weeks, for up to 30 hours a week. Benefit sanctions may be imposed on those who fail to participate. The scheme is intended for individuals who have been claiming JSA for at least thirteen weeks, although it is possible for referral to be made at any point in an individual's claim prior to their joining the Work Programme.

National Programmes

Positive for Youth

Positive for Youth is a cross-government initiative for young people. It covers a wide range of issues, including education, youth services, health, crime and housing. It brings together the policies of 9 different government departments and has received input from businesses, the voluntary sector and young people themselves.

The initiative aims to:

- ✓ give young people a local and national voice on issues that matter to them
- ✓ help make sure that young people get the positive recognition that they deserve

The National Citizen Service (NCS)

National Citizen Service (NCS) is open to all 16 and 17-year-olds in England. It seeks to help young people take part in social action projects and build skills for work and life.

NCS brings together young people from different backgrounds and helps them develop greater confidence, self-awareness and responsibility. It encourages personal and social development by working on skills like leadership, teamwork and communication. Participants develop a social action project to deal with a local issue they're passionate about, and spend 30 hours putting the project into action in their community.

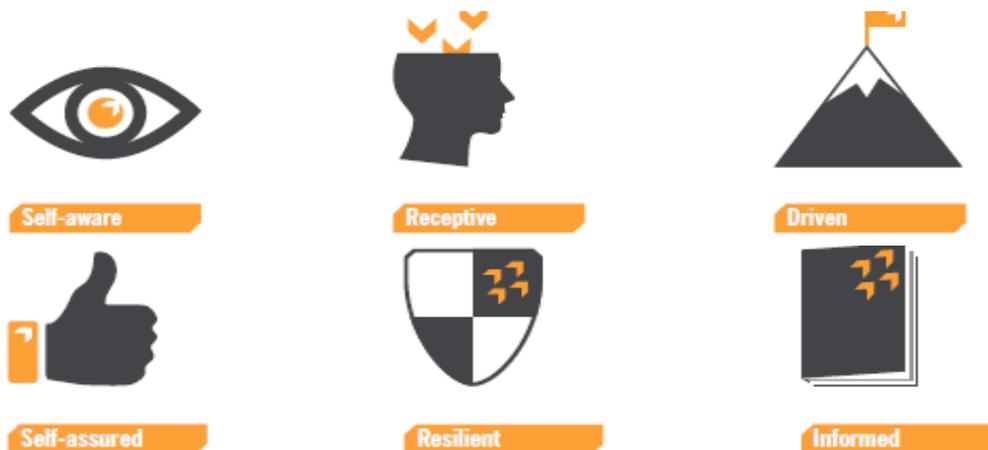
The 'Ready for Work' Initiative (Impetus)

This project seeks to answer the questions: what do young people need to be ready for work? And what makes the biggest difference to their work readiness? Its aim is to equip service providers, employers, funders and policymakers with the information they need to inform their service design

and investment decisions.

The **fractured nature of career services in the UK** has led to a situation where young people, and those who support them, rarely have direct contact with a representative range of employers. When we talk about the **skills young people need to be 'work ready', often cited are a list of 'employability skills'** that are essentially outcomes, or second-order factors, such as leadership, teamwork, problem solving and communication. This leaves young people asking the question: "But how do I get those capabilities in the first place?" Those developing the programmes are left wondering how they can support young people to obtain these capabilities.

The outcome of the research done by this project with employers, social organisations, educators and young people led them conclude that, alongside stable personal circumstances and appropriate qualifications, **young people must attain a set of six vital capabilities in order to be ready for work.**



Teens and Toddlers

The **'Teens and Toddlers' (T&T) programme** is a youth development and teenage pregnancy prevention programme. The T&T programme aims to decrease teenage pregnancy by raising the aspirations and educational attainment of 13-17 year old teenagers at most risk of leaving education early, social exclusion and becoming pregnant. It seeks to achieve these aims through:

- Providing practical experience of working with children and developing an appreciation of the enormous privilege, responsibility and hard work involved in having a child.
- Raising awareness of the personal and financial responsibilities implied by an unexpected pregnancy through developing an understanding of the impact of a child on family life and personal lifestyle.
- Encouraging the development of alternative goals to being pregnant, such as satisfying work and relationships.
- Educating teens about the realities of pregnancy, the importance of sexual responsibility and the effects of harmful behaviours (such as drugs and violence) and health related factors - from foetus to neonate to child.
- Providing one-to-one counselling and mentoring/coaching to young people who are emotionally challenged and need support, to enhance the outcomes of T&T.
- Providing the knowledge and skills required for successful relationships and sexual responsibility, to prevent conception and protect sexual health.

T&T work with local authorities to implement the programme through secondary schools. Young women complete an 18 to 20 week programme during which they attend weekly three-hour

sessions in a nursery setting. Each participant supports a child (for about an hour and a half per session), takes part in classroom-based group work, keeps a journal of their experience and learning, and has access to a trained counsellor. Ultimately, participation in the programme enables the young people to achieve a National Award in Interpersonal Skills, Level 1.

Prince's Trust Programme: Get Started

Get Started are short, motivating programmes (generally five - eight days in length), which engage young people using sport or the arts, and use these activities as a vehicle for personal development. It uses a theme such as sport, drama or music to inspire young people to take the first step to increase their confidence, skills and employability. Through working with local partners, it provides an opportunity for young people who are unable, unwilling or lack the confidence to take part in a longer personal development programme, or may be unable to access such opportunities locally.

Aimed at young people aged 16 – 25: people leaving care, young offenders, educational underachievers and the long term unemployed.

Young Enterprise is very active in the region and has had some great successes: <http://www.young-enterprise.org.uk/about-us/young-enterprise-by-region/east-midlands/> They will know best. Also speak to the Princes Trust who are well established 'world leaders' in this field. *See also the Enterprise without Borders' initiative*

The group thought the region was pretty good at promoting entrepreneurship but recognised that the emphasis tended to be on 'starting-up and running a business rather than just being more entrepreneurial in the way we work. Why, in the UK, do we work longer hours than most of our European partners, but our productivity is not necessarily as good eg. UK v France?

LLEP has a strong policy lead for developing and promoting entrepreneurship in the area. *Believe that the NEETs category encompasses such a wide range of young people that it is unhelpful. Believes there are many latent entrepreneurs amongst NEETs.*

2.2.2 ES relevant Policies, Programs, Initiatives

As reported by CEDEFOP (2013)⁸, according to the European Commission and the European Council, problems in the Spanish education system include low levels of achievement at secondary level, too many students leaving school early and a vocational training system insufficiently tailored to market needs.

Currently, the National System of Qualifications and Vocational Education and Training contemplates an integrated system, structured through the legislation mentioned above, with a strong co-relation between VET in the Education System and VET in the National Employment System. Both are contributing to the decrease of early leaving and the options to attain a VET diploma have increased and opened up through:

Tests to access VET, intermediate and higher, without any academic requirements, which allow people who abandoned the education system without the acquisition of a formal qualification to return and obtain one.

Modular offer of VET cycles and distance learning. The former permits registration by module, making it easier for workers to combine work and training. The latter reproduces via the use of ICT virtual environments so that the professional competences included in a VET cycle can be achieved without

⁸ <http://www.sepe.es/LegislativaWeb/verFichero.do?fichero=09017edb801510a0>

| |
|--|
| personal class attendance. |
| Higher VET cycles are tertiary non university studies, included in the higher education framework, and with progression between University and VET and recognition between them both. |
| Development of the National Repertory of Professional Certificates based on the occupational standards defined in the National Catalogue of Professional Qualifications (INCUAL, Ministry of Education). The Repertory is officially regulated by the Ministry of Employment and contains with adhoc and short vocational programmes in main occupational profiles and priority areas of employment for young-adults employment transition but who abandoned the education path without low or no-formal qualification (less than ISCED2) and specific professional competence needs. |
| Specific National Action Plans for Youngsters Qualification financed by Employment Public Service for the low skilled to acquire a formal qualification, Professional Certificates and reintroduce and motivate NEET's for working and learning. |
| The procedure for the assessment and accreditation of the professional competences acquired through work experience, developed by the autonomous regions according to the regulation which entered into force in 2009 (RD 1224/2009). The work experience is thus valued and opens the possibility of completing whatever training lacks for the acquisition of a formal VET diploma. This is a pathway intended mainly for young adults who despite having abandoned school too early, have gained professional competences which deserve being taken into account |

Figura 3: <http://www.sepe.es/LegislativaWeb/verFichero.do?fichero=09017edb801510a0>

2.2.3 IT relevant Policies, Programs, Initiatives

In Italy, the phenomenon of young people leaving school early is connected both with the economic depression in some southern areas and with early school leaving in the North, which is aimed at starting to work immediately. In 2009 the percentage of this phenomenon was 23% in the young living in the South and isles – in Campania, Puglia, Sicily and Sardinia about 1 young person out of 4 does not continue to study after junior high school - and 16.5% in the young in the Centre and in the North (source: Istat, 2010b). It is therefore clear that the territorial factor plays an important role in Italy and, for this reason, the main policies involve local institutions, especially regional ones. In any case, some structural reforms have been implemented since year 2000 on national scale. These reforms include the progressive increase in school obligation age, which was raised to age 15 in years 1999/2000 and to age 16 in 2007/2008, reforms of secondary high school level - which provided for the amendment of study courses - and university reforms - which introduced three-year and education-specialized degrees. As for regional administrations, Italy presented a national strategic plan for the 2007-2013 period, in accordance with the European Union's requirements. This plan is based on national operating programs (PON) which administer the European structural funds . It presents the interventional measures taken and to be taken in future by Italy in different sectors, including education and fight against early school leaving. This plan does not include only strategic synergies between Regions and Government. It also provides for a National operating plan named "La scuola per lo sviluppo 2000-2006" (School for development 2000-2006), which was started in addition to the already existing regional bodies taking care of professional training and integration with regional employment centres. Said plan was addressed to the Italian regions satisfying the requirements of the European definition of convergence target for economically depressed areas. The plan aimed at increasing – in those regions having the highest rates of early school leaving - the activity of the resource centres working against early school leaving and youth distress, which had already been established with the 1994-99 "Plurifondo" program. These centres were located in some secondary schools. They

aimed to both create a network between schools and regions and implement teaching modalities able to motivate the most disadvantaged young people and supply them with guidance, meeting places and diversion. Currently there are similar programmes financed by European Funds: "Pon scuola 2007-2013". There are two programmes among this project: "Competenze per lo sviluppo" (Competences for development) and "Ambienti per l'apprendimento" (Settings for learning). As for the above mentioned programme, these two project aim to intervene in the Italian depressed regions.

Table 1: Early School Leaving: Preventive measures, <http://www.eurofound.europa.eu/observatories/emcc/comparative-information/national-contributions/italy/italy-erm-comparative-analytical-report-on-recent-policy-developments-related-to-those-not-in>

| Early School Leaving: Preventive measures | |
|---|--|
| Measure 1: | Increase in school obligation age. This is National measure funded by the state. In a certain sense, it can be considered a measure which is specifically addressed to NEETs since it aims to increase the educational level of the young, thus strengthening their position in the labour market. The social parties were consulted, but the measure was not the result of a plan. This measure is not exclusively addressed to those coming from a socially disadvantaged background, even though the economically depressed areas in Italy are those having the highest percentage of early school leavers. |
| Measure 2: | Reforms of secondary schools (137 and 169 in 2008) and universities(509/1999). The reform of study courses was aimed at increasing integration between school and work. This was done by introducing curricula focused on learning skills which are directly connected with work in some schools offering less technical education, such as senior high schools. The university reform also aimed at improving connection between degree courses and economic demands. Additionally, it was also aimed at cutting time needed to obtain qualification, which was very long in Italy before the reform. Partially as a consequence, the reform also wanted to decrease dropout rates. These reforms were implemented on national scale and were funded by the central government. Also in this case, the government itself promoted these reforms, even though it consulted the social parties. These reforms were not designed for NEETs specifically, but, more generally, they aimed to increase connection between school and labour market. |
| Measure 3: | Resource centres (centri risorse) against early school leaving aimed to promote effective teaching modalities supporting youth distress and fighting youth criminality. These centres were part of the school structures. Many programs offered by these centres provide for recreational activities and are developed with other schools and institutions in the country – i.e. enterprises, attorneys' offices for children, police, local health authority and voluntary associations. They were targeted at some southern regions and the isles - Basilicata, Calabria, Campania, Puglia, Sardinia and Sicily. This initiative was financed by the European social fund. It was planned by the government and it is surely included in the group of measures aimed at tackling youth issues which relate to NEETs, even though the relevant documentation does not make specific reference to the NEET category. This action was instead directly aimed to support young people living in areas of social difficulty at risk of youth deviance, i.e. youth criminality. The project is now over, but ministerial plans financed by the European social Fund still exist to monitor the school scenario, paying particular attention to depressed areas. Regional and provincial administrations work to create guidance and re-guidance front offices where psychological help is offered by specific professionals in those regions having lower rates of early school leavers, where the European structural funds are also lower. |

The Early School Leaving reintegration measures are instead oriented to the transition from school to workplace.

Table 2: <http://www.eurofound.europa.eu/observatories/emcc/comparative-information/national-contributions/italy/italy-erm-comparative-analytical-report-on-recent-policy-developments-related-to-those-not-in>

School and work alternation. This is a national measure which is also based on agreements between the social parties in the various sectors and territorial areas. They are mainly funded by local institutions (Chambers of Commerce, Regions, Provinces, Cities administrations) and by the Ministry of Education, University and Research. This measure surely has an impact on NEETs and it is

designed for all secondary high school students and not specifically for those coming from a disadvantaged background.

Training endowment. This is a regional measure. It is an individual financial bonus as incentive to training. For the time being, only few regions (northern regions specifically) are implementing it. It is financed by the European structural funds and it sometimes results from agreements between local social parties. It may be specifically targeted at NEETs, but it is also destined to adults. Additionally, it is not exclusively thought for young people coming from a disadvantaged background.

There are also contingent and structural interventions which have been run-out, from the Youth Guarantee initiative, to the labor market and the school reforms. Italian government this fall included a series of initiatives in an effort to combat the scourge of school dropouts. In September, has allocated € 15 million to be allocated to the fight against early school leaving. They are used to finance afternoon classes in places where it is mostly present the phenomenon of 'abandonment and especially in primary school.

National and regional program

The recent data on youth unemployment rates demonstrate a European polarization between Countries in the South of Europe and those in the North. In fact, the North Europe Countries which implement the dual education system since long time, have the lowest youth unemployment rates (IMF, 2014).

By analyzing in Italy the nature of criticalities, the inefficiencies in the educational system and/or in the labour market, has resulted either the vertical and the horizontal mismatches. Concerning the vertical mismatch, young people are engaged in a job for which no qualification is required, meanwhile for the horizontal mismatch they perform in a job for which there is not a match between the required qualification and the own qualification.

The dual education system is a continuous and stable approach to dialogue between the education world and the labour/market world. It is not an extraordinary intervention as the Youth Guarantee initiative. It is a parallel or integrative system to the upper secondary school that allows students to get a formal qualification or a skills certification through the "on the job" learning methodology. The aim is to:

- Facilitate the transitions between the vocational and educational training (VET) system and the labour market;
- Prevent the ESL-Early School Leaving- phenomenon through school-work pathways (it points to reduce the ESL strengthening experiential learning methodology and to reduce the NEET-Not (engaged) in Education, Employment and Training- target through short training courses to reinforce their qualifications);
- Promote experiences in the workplace.

The theme is relevant deepening the nature of vocational training, which involve the education pathways and the business worlds, with their characteristics and criticalities. It is an increasing phenomenon which foster the short-term youth employment of about the 50%, reaching even the 60% in the North Regions of Italy. During the vocational year 2014/15, 316599 youth were enrolled in the 1st, 2nd and 3rd year of study, of which 71308 got the qualification; the main figures are catering operators, wellness operators and electricians. Instead, 12788 youth were in the 4th year of study, of which 9825 got the professional degree; the main sectors are the same of whom got the qualification.

Most of youth are engaged in an integrative subsidiarity path (around 166605 youth. The pathway consists in getting the qualification to the 3rd year of study and then continue the educational program till the 5th year, and thus getting the professional degree, or not), followed by the upper high school pathway (about 133611 youth. The path consists in getting a professional degree after 5 years of study) and the complementary subsidiarity pathway (16383 youth. This educational path consists in getting the qualification or the professional degree according the Regional VET rules).

Through recent regulatory interventions, the Government (Jobs Act - Decree n. 81/2015 and La Buona Scuola - Law 107/2015) modified the rules of apprenticeship and the school-work alternance

in order to facilitate their activation by entrepreneurs and promoting this form of contract as the preferred means of access to the labor market for young people. Simultaneously, government and Regions have defined a memorandum of understanding which aims to introduce in Italy the dual system by funding an experimentation that promotes the training in the work context.

Nowadays in Italy the dual system is articulated in three main family of interventions:

– **School-job alternance**

The school-job alternance is a teaching method that allows students who attend upper high education institutions (vocational schools, technical colleges, high schools) to undertake part of their training in a company or an institution. With reference to the “La Buona Scuola” (L.107/15) it has been made compulsory in every type of institution. In the technical and vocational schools, the school-job alternance has been promoted through at least 400 hours per years from the 3rd to the 5th school year. Meanwhile in the art/scientific/humanistic high schools it has been promoted through at least 200 hours per year from the 3rd to the 5th school year.

– **Simulated training company**

It is a teaching method that aims to reproduce a virtual business as part of the educational pathway, considering the business operative issues (organization, environment, relationships and work tools). With reference to the “La Buona Scuola” (L.107/15) it has been introduced through periods of practical application of at least 400 hours per year for 1st and 2nd year students as preparatory tool to the school-job alternance.

– **Apprenticeship**

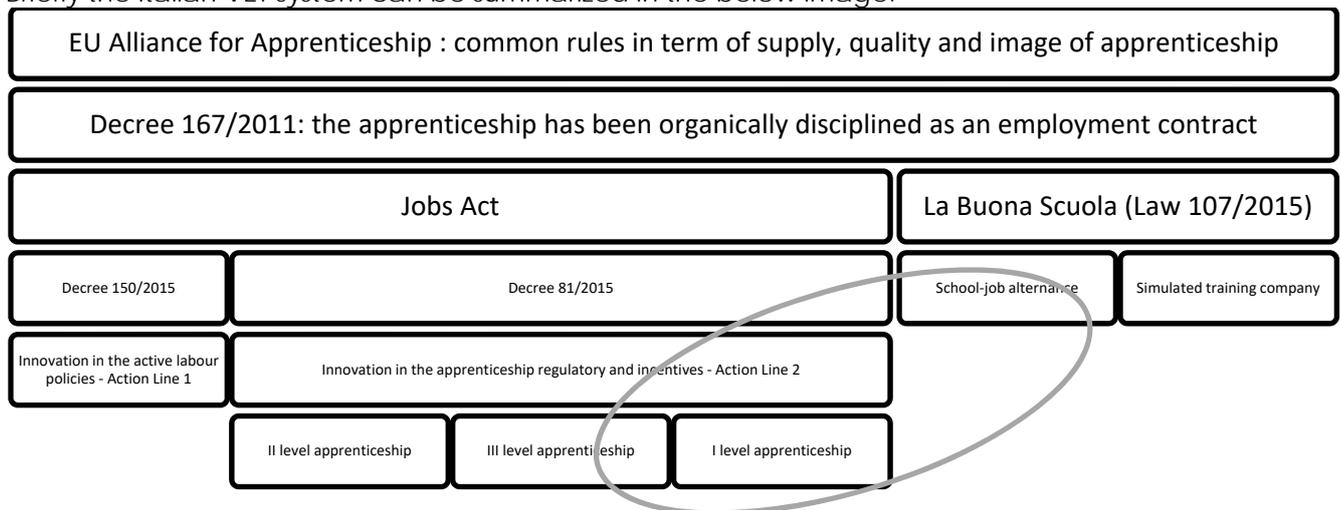
The apprenticeship is an employment contract. At the end of the period the parties can terminate the contract with any motivations, or if nothing is expressed, the contract is transformed in a permanent contract. With reference to the Jobs Act decrees, the apprenticeship regulatory has been simplified respect to the previous discipline of 2011 (Decree 167/2011, which is the first organic discipline in theme of apprenticeship. It defines wage and modality, apprentice entry level, business tutor’s requirements suspension/prolongation of apprenticeship, holidays periods, timetable). There are three types of apprenticeship:

| Typology | Aim | Target | Innovations by Jobs Act |
|--|--|---|---|
| I level - apprendistato per la qualifica e il diploma professionale, il diploma di istruzione secondaria superiore e il certificato di specializzazione tecnica superiore (apprenticeship for the qualification and professional degree, the upper secondary education and higher technical specialization certificate) | To get a skilled worker | Youth between 15 and 25 years old | With reference to the Jobs Act - Decree 81/2015 it was extended from the Regional Vocational Training to every upper secondary schools (technical, professional, art/scientific/humanistic) |
| II level - apprendistato professionalizzante (professional apprenticeship) | To get a formal qualification and a skilled worker to enter/re-enter the labour market | Youth between 18 and 29 years old and/or people enrolled in a work mobility program/unemployed (no age limit) | |
| III level - apprendistato di alta formazione e ricerca (higher education and research apprenticeship) | To get a high skilled worker | Youth between 18 and 29 years old whom are/will be enrolled in a university path | |

The “new dual system” aims to match the education and labour worlds. Thus, the main innovations concern the I level and the III level apprenticeship. It regulates the training sessions per each year of study: at least the 40% during the 2nd year, and the 50% in the 3rd and 4th year of study. In other words, it is about 2 days of education session made by the vocational centers and 3 days of training session in the company.

We can also argue that the 1st and the 3rd level of apprenticeship are a wide extension of the school-job alternance framework.

Briefly the Italian VET system can be summarized in the below image.



The dual system in Italy: strength points

The dual education system positively involves different stakeholders, from students to the economic system as a whole. The strength points are:

For students

- it offers a highly skilled labor pathway which contribute to student personal and professional growth;
- students involved in the vocational training period are facilitated in the school-work transition.

For school/university

- the dual education system reduces the mismatch problems between demand and supply of skills on the labor market;
- The vocational education center has the opportunity to address new training offers according to the emergent business needs.

For businesses

- it offers a highly skilled labor which contribute to the businesses sustainable growth;
- the vocational training period contribute to increase the loyalty and knowledge between the actors and to create a better work environment.

For the economic system

- the dual system contributes to reinforce/establish a partnership among local actors;
- the businesses growth contributes to the national growth;
- the business masters/tutors role has a threefold aim: one side contribute for the business sustainable growth, in the other side contribute to the youth professional and personal growth reducing the recourse to social-economic interventions and in the last their satisfaction increase as well as the society recognition for their role.

The dual system in Italy: criticalities

- The VET national regulatory fragmentation
Concerning the Italian Constitution - article 117, Regions have specific competence in theme of education and training, meanwhile the State regulates on the education general disciplines. With reference to VET pathways have been noticed differences in the offers (there are Regions which have no VET program) and in the VET standards to obtain the certification and/or qualification.
- **Cultural**
Apprenticeship has always been perceived as a 2nd class pathway. Businesses mainly enroll in the II level apprenticeship because they know mostly the professional one and also show greater resistance to the assumption of minors.
- **Employer requirements**
It refers to the accommodating capacity of enterprises, in terms of: Size and numerical requirements; Available professional expertise (business mentors and "masters") and Dedicated spaces for learning and validation
 - o **Intervention**
With reference to the Jobs Act Decree 81/2015, incentives to foster apprenticeship have been introduced. They mainly refer to the fiscal and social security relief, the incentives for the tutoring activities and the apprentice pay-grade which is aligned to that of 2 level lower respectively to the duties performed.

The Youth Guarantee

The **Italian Government** has activated the portal www.garanziaiovani.gov.it, which allows the young people to take advantage of the measures provided for in national and regional level to provide opportunities for tutoring, training and job placement, with a view to collaboration between all relevant bodies, public and private stakeholders.

To establish in a suitable manner the level and characteristics of the services provided and increase its effectiveness, the portal introduces a profiling system that takes into account the distance from the labor market, with a view to offer tailor-made actions: a set of variables, territorial, demographic, household and individual profile the young person in order to adjust the size of the action in his favor.

Programs, initiatives, information services, personalized paths, incentives are accessible after registration. In detail the measures provided for by the guarantee are:

- Welcome
- Guidance
- Training
- Accompaniment to work
- Apprenticeship
- Internships
- Civil Service
- Support to self- entrepreneurship
- Job mobility within the national territory or in EU countries
- Bonus to employment for businesses
- Distance learning.

After registration, the young person is directed to the desk of the Region, where he will be informed on the contents and services under the Programme within the region. After he starts the guidance itself: to the competent authority indicated by the Region he plays an interview with an operator who is able to understand its needs, wishes and requirements. At the end of the interview, the operator identifies a personalized path of insertion which must be consistent with his personal, educational and professional characteristics (the profiling). So it is recommended the most suitable path that may consist in further studies, in carrying out an internship, in a work experience or in starting its own business.

The **Italian government**, following the Recommendation approved on April 22nd 2013 by the EU Council which invites the Member States to ensure that from the beginning of 2014 the plans of guarantees for the young unemployed or NEET (The Youth Guarantee Plan), and after the request of the European Commission to provide national plans for "Youth Guarantee", identified regulatory innovations on the issues of work, education, youth and economic development (Italian Programme on Youth Guarantee 2014-2020, february 2014):

2.2.4 CZ relevant Policies, Programs, Initiatives

Czech Republic has very low ration of the early school leavers about 5 %.⁹ Comparing with EU average around 12 % is this low ration based by wide supply of less difficult studding programs.

According to the Czech Ministry of Education report¹⁰, one feature typical of the Czech education system and, at the same time, one of its chronic problems is the persisting and even deepening educational inequality among children and young people. The main reason for this is the difference in educational opportunities and aspirations determined primarily by family background and often enlarged by early external differentiation of pupils in the education system.

Based on ReferNet (2013)¹¹ report, important factor in terms of low percentage of drop-outs from education in the CZ is the existing offer of less complex, shorter and practically oriented training programmes at the upper secondary level. These are programmes with vocational certificate in practical fields with lower requirements in terms of general and vocational education. Graduates acquire generally recognized vocational qualifications and are prepared to carry out simple tasks within manual occupations. Proportion of students entering these fields represented 4.8% in 2012. To deepen the process followed in CZ to support students before getting school leavers, look at page 18 of the ReferNet report (link to <http://en.nvf.cz/assets/docs/517871a22398d29a7108e0fdcf2eb604/394-0/2013-article-early-school-leavers.pdf>).

Appreciated situation is at upper secondary schools and technical secondary schools where **CZ early leavers in 42 % continue their studying at another school, mostly at lower level of education.**

Lack of specific details about the early leavers' shows that stakeholders at Czech Republic don't consider early leaving from the school as a serious issue. Exception is research among the early leavers from underprivileged groups. Otherwise data about minorities can be useful for general conclusion.

NAVREME has participated to the definition of the national Policy Document 2015 on ESL - Confederation of Industry of the Czech Republic. Here following the whole document, furnishing a comprehensive and up-the-date policy orientation and intervening actions.

Working Group on School – ESL

Policy messages

Key statements

The school is only one agency that can tackle early school leaving but it cannot work in isolation, as there are factors outside the school that will influence a child's level of engagement and success. A whole school approach to early school leaving is needed, in which the entire school community engages in a cohesive, collective and collaborative action, with strong cooperation with external stakeholders.

Strong leadership and governance is needed to promote teamwork and collaborative practices within the school community and bring the school actors and other stakeholders together to ensure educational success and prevent early school leaving.

⁹ <http://ec.europa.eu/eurostat/tgm/table.do?tab=table&init=1&language=en&pcode=tsdsc410&plugin=1>

¹⁰ http://www.vzdelavani2020.cz/images_obsah/dokumenty/strategy_web_en.pdf

¹¹ <http://en.nvf.cz/assets/docs/517871a22398d29a7108e0fdcf2eb604/394-0/2013-article-early-school-leavers.pdf>

School development and improvement processes should include targets to address early school leaving and involve the entire school community, stakeholders, multi-professional teams, external local services and parents and families.

There needs to be a commitment towards investment for continuous professional development of school leaders, teachers and other school staff with a focus on awareness of early school leaving processes, and on the competences and skills needed to address educational disadvantage and student disengagement.

Ensuring each child and young person has equal chance to access, participate and benefit from high quality and inclusive education, with engaging curriculum and inspiring and dedicated staff, is the most effective way to prevent early school leaving.

All learners and their needs should be at the centre of the school – they should be surrounded by appropriate support and services.

A stimulating and conducive learning climate for all learners is essential. The school should set high expectations for all learners to reach their full potential.

Education is a shared responsibility between parents and the school – it must be built on a relationship of mutual trust and cooperation between the two.

Introduction

Early school leaving (ESL) is a pressing concern for the individual, for society and the economy. The skills and competences gained in upper secondary education are seen as the minimum credentials for successful labour market entry and as the foundation for further learning and training opportunities. These skills and competences help prepare young people for life, developing the potential in every person so that they become fulfilled and active citizens. Yet 11.1% of 18 to 24 year-olds have left education and training without completing an upper secondary programme according to Eurostat 2014 data. About 60% of these early school leavers are either unemployed or inactive and face long-term social and economic disadvantage. It is well documented that early leaving from education and training leads to reduced employment opportunities and increased likelihood of unemployment, poverty and social exclusion.

The complexity and multi-faceted dimension of early leaving from education and training is widely acknowledged. Many of its triggers are linked to the effects of wider societal factors outside the education system. ESL is very often the result of a combination of personal, social, economic, educational and family-related factors, and is linked to situations of cumulative disadvantage. In many cases ESL is the result of a process of progressive disengagement from education, linked to underachievement, whose roots may lie in early years. Research shows that the socio-economic status and the educational attainment of parents are among the strongest determinants of ESL.

In addition, certain features of our education and training systems may exacerbate educational disadvantage, create additional barriers for learners who are struggling, and hinder their educational pathways. Research has also shown that systems characterized by grade retention, early tracking, lack of quality of vocational education and training (VET) and limited provision of early childhood education and care are faced with stronger social inequalities in educational achievement and attainment. At the school level, school and classroom practices, teachers' attitudes and teaching styles also affect children and young people's motivation and commitment towards education. An unfavourable school climate, violence and bullying, a failure to build teachers-pupils relationships on foundations of trust, and teaching methods and curricula which are perceived as irrelevant can contribute to the decision to leave education prematurely.

Policy response at EU level

At a European level, the need to reduce ESL has been highlighted in the Europe 2020 strategy. One of its five headline targets is to reduce the ESL rate to less than 10% by 2020. In 2011 the Council adopted a Recommendation on policies to reduce ESL. It invites Member States to implement evidence-based and comprehensive policies to reduce ESL, comprising the right mix of prevention, intervention and compensation measures. As a follow-up to the Recommendation, a Thematic Working Group on ESL (ESL TWG) was established.

Building on the results of the ESL TWG, a new Education and Training 2020 Working Group (WG) on Schools Policy was launched in 2014. Composed of policy makers from almost all EU Member States, Norway, Serbia and Turkey, and of representatives of European social partners, the WG on Schools Policy has focused on

prevention and early intervention of ESL. Through peer learning, analysis of case studies, mapping (of school governance arrangements and of practices to support learners), inputs from international research, dialogue with experts, and in-depth country-focused workshops, the Working Group has looked at how more **holistic, collaborative approaches to ESL** can be developed within the school. Through the development of a dedicated online 'School Toolkit', the Working Group has sought to provide concrete support to schools to prevent ESL, respond quickly and appropriately to first signals of disengagement, and ensure every learner can succeed.

This paper summarises the main conclusions of the Working Group on Schools Policy and identifies key conditions for collaborative approaches against ESL and educational disadvantage at school level. It is addressed to educational authorities at national, regional and local level (as appropriate and relevant), as well as to schools. It accompanies and complements the 'School Toolkit'.

A 'Whole School Approach' to early school leaving

Policies to reduce ESL should be embedded in an **overall inclusive learner-centred vision of education**: schools have a crucial role to play to ensure that all learners reach their full potential for growth irrespective of individual and family-related factors, socio-economic status and life experiences. Schools should be safe, welcoming and caring learning environments, striving for student engagement, in which pupils can grow and develop as individuals and members of the community, feel respected and valued and recognised in their specific talents and needs.

Schools, however, cannot address ESL and educational disengagement alone. Different stakeholders and services (schools, local authorities, social services, families, business, youth services, intercultural mediation services, to mention just a few) need to collaborate and integrate efforts. The school is the logical site to initiate community collaboration. This calls for a **'whole-school approach to reducing early school leaving and promoting school success for all'**.

A 'whole school approach' is an ecological way of viewing a school; the school is seen as a multidimensional and interactive system that can learn and change. In a 'whole school approach' the **entire school community** (school leaders, middle management, teaching and non-teaching staff, pupils, parents and families) are involved and have a part to play in tackling educational disadvantage and preventing ESL and engage in a cohesive, collective and collaborative action, based on a multi-disciplinary approach to support learners and on differentiation. Developing a 'whole school approach' means that the objective of eliminating ESL and promoting school success for all should be promoted consistently and systematically across all those dimensions of school life which may have an impact on educational achievement. *Not all schools are successful with producing learners with demanded skills on the labour market. Followed curriculum must fit to current employers and approach the perspective in the future labour market.*

A 'whole school approach' also implies **stronger cooperation with a wide range of stakeholders** (social services, youth services, local authorities, NGOs, business, volunteers, etc.), that can deal with issues which schools do not (and cannot) have the expertise for. But developing cooperation takes time and requires a change of approach and mind-set. It requires individuals to have both the capacity and capability through innovative approaches to work in multi-professional teams, more time and space for dialogue and cooperation, more learners' participation, stronger involvement of parents and families, changing teaching styles, etc. School head teachers have a crucial role to promote collaborative approaches in and around schools, by adopting a more distributed leadership style. The concept of a 'whole school approach' allows for the entire system of actors and relations in and around schools to be considered, acknowledging that each stakeholder has a role to play to support the pupils' educational journey and nurture his/her learning experience. Support structures and mechanisms should also be in place to ensure there is a dialogue and reciprocal flow of information between the school, its stakeholders and national levels to ensure that the every day to day reality of school is understood at policy levels. Systematically involving schools in decision making would be help in this respect.

A 'whole school approach' is a system approach which allows not only to address ESL but to tackle a range of issues. Improvements in quality and a more inclusive education through cooperation in and around school will be beneficial to all learners, not only those at risk.

Schools need to be enabled to develop and implement a 'whole school approach'. They should be given the conditions to become open learning hubs which provide support to their neighbourhood and receive support from the community. Specific support should be provided to schools with high ESL rates or located in areas with high levels of socio-economic exclusion, for example in terms of extra financial and human resources

support, or additional support for continuous professional development of staff, coupled with continuous monitoring.

To develop a whole school approach to ESL, a number of key conditions have been identified. They have been organised around five thematic areas, which are strictly interconnected with each other:

1. School governance
2. Learner support
3. Teachers
4. Parents
5. Stakeholder involvement

1. School governance

Strong leadership and governance are necessary to promote a cohesive, collective and collaborative culture which involves all school actors and the community around the school. The following areas are essential:

- Greater flexibility/freedom to schools: The complexity of ESL requires more flexible, experimental approaches to enable schools to address ESL. More flexibility as regards school governance arrangements and curriculum implementation (with enhanced scope for experimental approaches to ESL), coupled with strong accountability, is necessary in order to enable schools to identify the most appropriate solutions to complex situations and to best provide for the specific needs of the school community.
- Training for school heads: To promote a collaborative culture, schools need dedicated, valued, competent and highly motivated school heads. Leaders with a clear vision, sense of organisation, capacity to share authority and power, to involve and to promote dialogue between all school actors (middle management, teachers, non-teaching staff, parents and pupils) and with other stakeholders around a set of shared goals and responsibilities. A reflection on the competences and training requirements for school leaders is needed. Initial and continued professional development for new, established and aspiring school heads should, in particular, raise awareness on the importance of collaboration in and around schools, and of families and the community at large as a learning resource for the school. Some countries have started to develop competence frameworks for school heads.
- Distributed leadership: Implementing a distributed leadership model in school with an objective that is focused on improved learning requires developing a reflective practice and sharing tasks and responsibilities across the entire school community. School leaders should encourage teachers to take on leading roles in a particular area of expertise, assume responsibility and act independently as individuals or groups; they should promote teamwork, multi-disciplinarity and professional collaboration among teaching and non-teaching staff and psycho-social professionals. School heads are key to facilitate a supportive environment for teachers, where teacher-teacher learning, time for feedback, reflection and networking within and between schools is encouraged. They also have an essential role to play in providing opportunities and environments for practice-oriented ITE and research-based CPD which must include a focus on ESL. Adopting a distributed leadership model also requires enhancing learners' and families' participation in the school decision-making processes.
- Whole-school improvement processes: A whole school approach aims to raise quality and standards across the entire school. Schools that actively use school planning and school evaluation for improvement should be in a stronger position to eradicate ESL. In doing so, school development plans and self-evaluation processes should include targets that address ESL and promotion of educational success, taking into account national, regional and local standards. They should be developed and implemented by the entire school community (including pupils, parents and families) and with stakeholders, multi-professional teams and external local services, based on common goals and clearly defined roles and responsibilities. Clear indicators, based on risk and protective factors, should be established to monitor improvements.
- External monitoring and assessment mechanisms: based on quantitative and qualitative measures that reflect the diversity of activities for which schools are responsible, and the different starting point/context in which schools operate (e.g. trying to measure the school's 'added value'), external evaluation can play an advisory and supportive role to school improvement. It can also provide assistance to schools in the implementation of their ESL strategies. Its purpose is not to create 'league tables', but to highlight successful change and development processes within schools. Qualitative indicators, in particular, can help school reflect on measures that are in place or that can be developed to address ESL.

- Networking between schools: cooperation and networking between schools of different types and levels which are located in the same catchment area can facilitate exchange of practices, and help make the crucial transition from primary to secondary school easier for pupils. Local authorities may have a key role to promote this cooperation. Networking and multi-professional learning communities at regional, national and international levels should also be promoted to promote mutual learning and circulation of practices.

2. Learner support

A stimulating and conducive learning climate, that sets high expectations for all learners, is essential. The school should provide all the learners with an environment that maximises their learning potential and that is aligned with their learning needs. As part of the policy/mission statement of the school, there should be a strong focus on the prevention of ESL. No matter what learning difficulties and early signs of disengagement are identified, schools should react fast. Targeted intervention as part of a systemic support framework to help pupils at risk is essential.

- The learners' voice: learners need to feel ownership of their learning and be given the possibility to voice their views. Being part of the life and activity of the school increases motivation and sense of belonging. There should be sufficient time for dialogue in classrooms, through student councils or consultations to enable learners to raise issues related to their learning experience. Interactive teaching and dialogic learning (for example in small groups) could increase opportunities for learners to talk with greater ease about issues impacting on their learning; internal/external methods of consultation could also be used to seek the views of learners. Participation in school projects that focus on specific issues (such as environment awareness) can help promote student participation. Schools should also promote the meaningful participation of learners in school decision-making processes (through representation on school boards/councils) and in school evaluation and improvement processes. While all learners need to be supported so they can actively participate in school life, a proactive focus on engaging marginalised pupils and ensuring their voices are heard is essential.
- Engaging and stimulating curricula: Curricula should be adaptable and allow for personalised forms of teaching and learning and for different assessment styles, with a greater focus on formative assessment, to facilitate the acquisition of knowledge and development of skills and competencies to the best ability of each child, while preserving the quality of the curriculum content. They should connect with real life and ensure continuity with subsequent levels of education and training. Study guidance (study techniques) and career guidance should be fully integrated in the curriculum from early stages of education. Teachers have an important role to play in guiding the students in pursuing their interests, competences and career aspirations.
- The learners' well-being: While keeping a strong focus on teaching and learning, the well-being of learners should be nurtured. A wide range of support and counselling, including emotional and psychological support should be available for learners in the school and where applicable, in connection with local agencies and services
- Extra-curricular activities: Extra-curricular and out-of school educational activities, compatible with educational aims, may provide additional opportunities for young people to 'shine' and can increase motivation and a sense of belonging with the school. They should be coherently designed to complement curriculum delivery and could be considered in the learners' overall assessment. Such activities could be developed in cooperation with parents, local organisations, services and NGOs, and with the involvement of volunteers from the community, and should maximize pupil participation and social inclusion.
- Early detection mechanisms: It is important that early signals of disengagement, including school absenteeism and inappropriate behaviour, are detected rapidly and that quick responses are in place. ESL early warning systems could be established, based on recommendations from national or local authorities, as appropriate. Rapid identification of learning difficulties should trigger a reaction through a systemic support framework within the school. Targeted intervention for learners at risk will be more effective if carried out by multi-disciplinary teams in schools, and/or by bringing external professionals in schools, and with the involvement of all those interacting with the learners, be it family members, siblings, volunteers, etc. The development of an individual support plan, agreed with the learner and his/her family, setting clear and achievable goals, can be very helpful.
- Specific support for non-native speakers: Learners whose native language is not the language of instruction should receive additional and appropriate support. The competences and proficiency in their

native language should be appreciated and used as a resource for the whole class. Parents may also benefit from language support – here schools could work in partnership with the voluntary sector to support language learning for parents with a migrant background.

- Developing of enterprises competences: learners are not educated just as active and flexible employee but they are motivated to think about their organization, hard and soft skills in perspective of own business.

3. Teachers

Teachers are the main agents of children's learning at school and can be a major factor for educational success. Research shows that a supportive relationship between the teacher and learner is the strongest predictor of school engagement and achievement. The role of the teacher is broadening and becoming more demanding. While recognising the importance of teachers' professional judgment, new skills and competences are required which need to be addressed by initial teachers training (ITE) and continuous professional development (CPD).

- Understanding ESL: A focus on understanding ESL and educational disadvantage, including possible risk and protective factors, should become a core element of both ITE and CPD programmes. It is essential that all teachers understand their key role in supporting the continuity of children's development and learning: teachers are in an advantaged position to detect school disengagement and the existence of learning difficulties at a very early stage and thus they can help take immediate action to address the situation. Teachers should have an understanding that whilst learners may be physically present in the classroom, they may not necessarily be actively participating in learning activities. They need to be aware that their expectations, attitudes and language may have a significant impact and influence on pupils and families; they need to acknowledge the role which parents and families play in the learning process and be enticed to reap the benefits of parental involvement.
- Teachers' competences: Measures and support structures (ideally available at local levels) should be in place to facilitate the lifelong career development of teachers. Initial and continued professional development with a focus on ESL should help teachers apply appropriate instruction, differentiation and active learning, use effectively competence oriented teaching and formative assessment and practice more collaborative teaching and learning. It should reinforce relational and communication expertise (including techniques/methods to engage with parents and external partners), and provide teachers with classroom management strategies, relationship building, conflict resolution and bullying prevention techniques.
- Building teacher leadership capacity: Teacher leadership can be characterised by a collaborative effort in which teachers develop expertise and promote professional development to improve educational practice. Teachers should be encouraged and supported to be leaders within and beyond the classroom. Teachers participating in collaborative leadership processes contribute to school effectiveness, teaching quality and improvement in student performance.
- Work-experience: As part of ITE, it is important that all student teachers are given practical opportunities to enhance their understanding of the nature, causes, and extent of ESL and educational disadvantage, and its effects on learning and demands it has on them as teachers. Student teachers should be offered practical exposure to the everyday reality of ESL through participation in work placements in schools with high ESL rates or high levels of socio-economic exclusion or in activities with vulnerable families. This would provide student teachers with the opportunity to consider their role as teachers and how they address the educational needs of children at risk of early school leaving.
- Peer learning: In-school training to develop and promote a culture of peer-to-peer learning (among teachers, but also with pupils) and peer observation is essential. Peer supervision could also be encouraged, both within the school and in cooperation with other schools; schools of various types and levels should serve as resource for each other through school networks whereby schools can work and learn from each other.
- Embrace diversity: Where schools work actively to embrace differences of both its staff and learners, evidence of sustained school improvement can be found. Teachers' knowledge, competences and skills related to understanding diversity in all its forms, intercultural education, multilingualism and teaching to second language learners should be embedded within ITE and reinforced through CPD. In some cases, a more diverse school community (including both teaching and non-teaching staff) could help reduce cultural distance between pupils, families and the school whilst retaining a strong cohesion around the school's fundamental values and objectives that society and stakeholders at large share and approve.

- Additional support to teachers: Adequate recognition and support to teachers working in schools with high ESL rates or with high levels of socio-economic exclusion should be considered, e.g. in the form of incentives for CPD, sabbatical for professional development, additional teaching or non-teaching resources, etc... The emotional well-being of staff should also be catered for.
- Long life learning approach: Cooperation between the teachers and learners must be based on the perspective labour market in the future. The curriculum should develop learner's skills to educate him/herself toward changing actual trends and market demands. National authorities and local community should support all aspects of open education which help to young and adult learners to improve their skills and get more work-based experience.
- Involving technical innovation to the education: According to the focus group with teachers from vocational schools are learners familiar with new technologies but teachers miss experience, skills and self-confidence to implement new technologies to their lessons. Therefore national authorities and stakeholders should aim their attention toward improving digital skills of teachers. It may enable to use digital instruments as self awareness and evaluation tool and engage the learners motivation.

4. Parents and families

Parental involvement is a key factor for educational success: a stimulating home environment that encourages learning and parental engagement is crucial for a child's learning and development. However, the relationship between schools, parents and families may be challenging. On the one hand, this may be due to parents' previous education experiences, educational, cultural and socio-economic background issues, different parenting styles and a sense of distance from the school 'culture' and 'language'. On the other hand, this may be linked to teachers' perception of parents as passive, opportunistic or intrusive, and to lack of time and experience in reaching out to parents and engaging with them effectively.

- Education as a shared responsibility: Parents and families have the most direct and lasting impact on children's learning and development. All parents and families need to be recognised and adequately supported as co-educators in their children's learning, starting from an early age. Schools and other educational and non-educational stakeholders can develop measures to help families establish home environments that encourage learning and provide information and ideas about how to help children at home with homework and other curriculum-related activities.
- Participation in school life: A proactive focus on supporting parents' participation in school activities and governance is needed. Marginalised parents in particular, need to be helped to take part in school decision-making processes. This can be achieved by developing the role parent leaders and their representation on parent-teacher committees/councils. The role of parents in the school organisation should be clearly laid out. Parental involvement should be fully embedded in school evaluation and monitoring processes. The concept of 'family' needs to be broadened, and include extended family members involved in the education of the child.
- Trust and cooperation: A culture of mutual trust and understanding between schools and families is essential. A school in which parents from all backgrounds and educational levels feel welcome and are considered as a resource for schools should be promoted. This can be achieved by offering designated time and spaces for parents to meet and support each other, inviting parents to share their skills and expertise as volunteers in educational activities within the classroom (e.g. reading to the class, give additional support to individuals, lead small groups) or in other in-school activities (both curricular and extra-curricular). Where necessary, other services, NGOs and professionals (cultural mediators, mentors, social workers, etc.) can be involved to help build positive relationships with parents, especially those from more disadvantaged backgrounds and/or those who have negative experiences of school in the past. Cultural events and festivals can help develop cultural bridges in order to reach out to marginalised and ethnic minority parents.
- Enhancing communication: Improving and opening up channels of communication between schools and families can help to build trust and mutual understanding. Communication strategies need to fit context and parental needs. Both formal (parents evenings) and informal (social events) methods of communication can be used to build fruitful relationships. For some schools, improving communication involves technology such as emails/SMS, interactive phone systems, newsletters and interactive websites. It is important to ensure that structures are in place to facilitate and encourage feedback from parents, and that this is taken into account.
- Offering opportunities for parents' education: Research shows that family education can provide a range of benefits for parents and children including improvements in reading, writing and

numeracy. Raising the educational level of parents is one of the successful actions to prevent ESL. When parents engage in educational activities for themselves a series of cultural and educational interactions are promoted within the family. Parents benefit from self-efficacy, empowerment, and greater involvement in their child's school as well as greater parental confidence in helping their child at home. This leads to increased pupils' engagement in school and better educational achievements. Opening up school facilities outside school hours for language support and other classes for parents can be highly advantageous, particularly for parents who may be overwhelmed by their school system. This helps to break down barriers schools face when working to increase parental engagement. However, for parents with very negative experiences in school in the past, working in partnership with NGOs would help create other opportunities to foster parental education in different locations.

5. Stakeholders involvement

The multi-faced nature of ESL requires a multi-faceted response, involving stakeholders, professionals and services. Different stakeholders can bring diverse and complementary perspectives and can serve as a resource to schools.

A 'whole school approach' implies a whole system approach not only to address ESL but to tackle a range of issues. School improvement plans should find common values for stakeholders to engage in ESL. Improvements in quality and the quality of stakeholder engagement if in place should reduce ESL systematically. Building trustful relationships and cooperation between different stakeholders may take time, nurturing and requires adjustments. But it also has the potential to bring about positive change. Depending on the national context, local authorities or indeed school heads are best placed to support these processes and have a key role to play in promoting cooperation between schools, making partnerships, coordinating services, facilitating implementation, etc.

- Involvement of stakeholders: It is important that all relevant local key stakeholders are identified and involved in the process from the start. A wide range of stakeholders and professionals should be considered (social workers, youth services and organisations, guidance centres, psychologists and other therapists, child protection services, police, unions, business, NGOs and other community based organisations from sport, cultural environment and active citizenship sectors, etc.). The choice of stakeholders has to be appropriate and relevant to local circumstances and context. Cooperation with local businesses can help increase the work-related relevance of curriculum and make it more attractive to young people (example IE, and AT). The involvement of stakeholders should allow for continuous feedback, adaptation and change of involvement as appropriate. Recognition of the value and contribution stakeholders offer should also be encouraged.
- Support and leadership: There must be political support to promote and organise cooperation and networking at the local level, and clear and strong leadership to steer the process. Guidelines from the appropriate policy level may be an option. Mechanisms should be place to share information at local, regional, national and international levels – drawing on existing structures (such as eTwinning).
- Common strategy: A common strategy/action plan, based on clear and shared goals and a common understanding of the challenges, can help structure cooperation between stakeholders. The strategy/plan should be focused on the needs of the learner and be based on a truly multi-agency approach, whilst respecting the differing perspectives and missions of each stakeholder. It is important that roles, responsibilities and structures are clearly defined and agreed from the start, possibly through contractual arrangements, in accordance with local circumstances. The creation of a central coordination point may be an option that can help overcome inevitable frictions but can also serve as a central place of assistance for stakeholders, coordinate information flows, services and systems to support early school leavers.

2.3 Common evidences, paths and needs

Each Country have specific factors leading to early school leaving. There are thus common points among them as also assumed by EUNEC (2013) which can help to better stress the SAVE dimensions. Criticalities are:

- **Lack of a comprehensive strategy:** many countries adopt a patchwork of different measures to tackle various aspects.
- **Lack of evidence-based policy-making.**
- **Insufficient prevention and early intervention.** Compensatory measures are not enough to address the root causes of the problem.

In fact, as assumed by the European Commission (2015¹²), an education system shift is need toward a learner-centered vision of education. In this situation, schools (meaning trainers and everyone involved in the education process) should have a pro-active role in catching problems and move ahead to solve them. This also mean that schools should be the reference points for family and learners. *Because of the multi-faceted nature of the issue, schools cannot address early school leaving and educational disadvantage alone. Different stakeholders and services, inside and outside the school, need to collaborate and integrate efforts. The school is the logical site to initiate community collaboration. This calls for a 'whole-school approach' (EU, 2015).*

Putting learners at centre also imply to widening the stakeholders to involve in the process to guide the learners and avoid that they drop-out from schools; a multi-stakeholders approach, belonging to different sectors, and their inter-relationship is functional to the learners' support. *A 'whole school approach' will be beneficial to all learners, not only to those at risk.* For further information refer to the link.

The country analysis report and confirm the EU evidences for the common structural criticalities:

- **incentivising employers to participate in designing and developing vocational qualifications** by requiring Tech Levels to be endorsed by employers in order to be included in performance tables;
- **VET regulatory fragmentation**, even at national and European level
 - Different VET pathway and standards, even the monitoring process from regions to regions. **IT**;
 - Different referred target: e.g. to protract the children stay to the formal education pathway and reduce the ESL and NEET causal factors, has been extended the school exit from the age of 16 to 18 at a minimum. **UK**
- review the **apprenticeship** system to effectively address:
 - alignment and curricula co-design
 - policy response to the shortage of vocational skills
 - simplifying the system and gradually introducing new improved quality standards into all apprenticeships
- **creating an evidence-based** to address policy-making;
- need to **personalize intervention** according to the levels of disadvantage and relative causes to work on people self-worth, self-belief and motivation
 - It was the view of the group that what seems to work are interventions that concentrate primarily on developing self-belief, self-worth and motivation, whilst at the same time achieving qualifications and learning work ready skills that help them to find and keep good jobs. Studying for qualifications is secondary in this process, but with growing confidence, achievement of a qualification at the same time is a huge boost to morale. **UK**
 - Learners appreciate a individual moment to set-up their goals and plans. **IT**;
- **enlarge the stakeholders involved** to families, school, enterprises and local and national

¹² http://ec.europa.eu/dgs/education_culture/repository/education/policy/strategic-framework/expert-groups/documents/early-leaving-policy_en.pdf

public authorities.

In addition to the main policy programmes indicated above there are a wide range of programmes, projects and initiatives being undertaken at national, regional and local level with the aim of reducing the number of people who are NEET.

Contingent factors have in some case increased and in others highlight those criticalities because it reduced the job vacancies making more suffering the low skilled workers. In each case, **their relative interventions are not enough to reduce or solve the problem.**

3 The NEET and ESL double loop. An European and Compared Overview

In the present section briefly reported data about ESL and NEET in the project Countries, the drop-out causes and their interrelation for the sustainable socio-economic development. The aim is to identify those causes to find the common points among the project Countries and to address/re-address the SAVE actions.

ESL can be defined as a failure to complete upper secondary school, a failure to complete compulsory schooling or a failure to gain qualifications or school leaving certificates (EC, 2011¹³).

There are differences among the EU Countries, the ESL rate, the progression made and those to be planned to achieve the target of 10%.

The strong progress of some Member States in reducing ESL shows that achieving the benchmark is possible, but that reinforced efforts are needed.

Percentage of the population aged 18-24 with at most lower secondary education and not in education or training (2009) and evolution 2000-2009 (% relative change)⁷

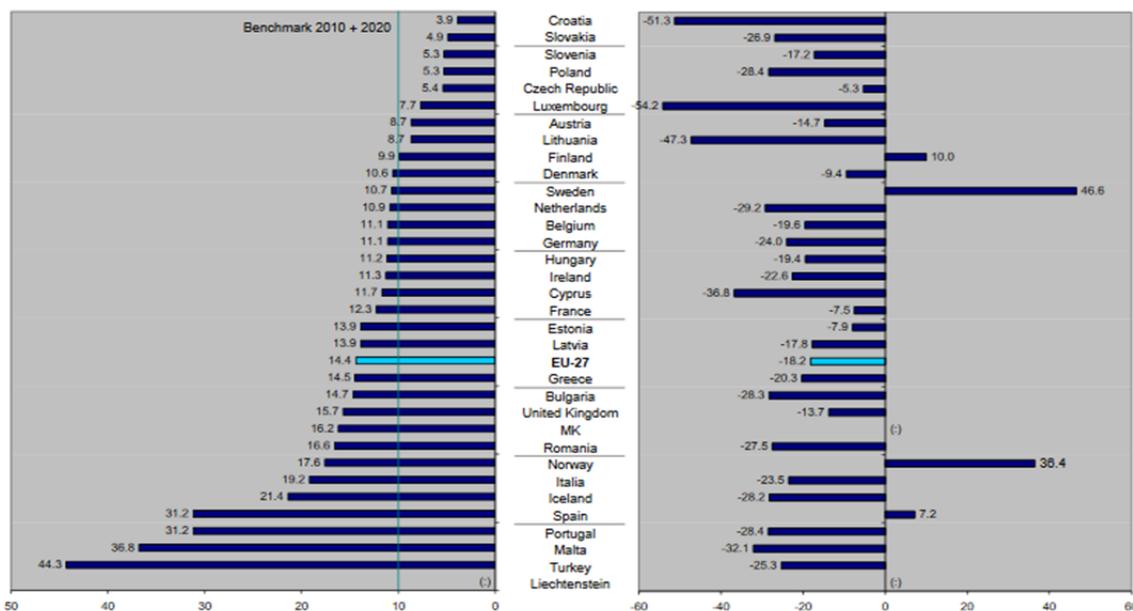
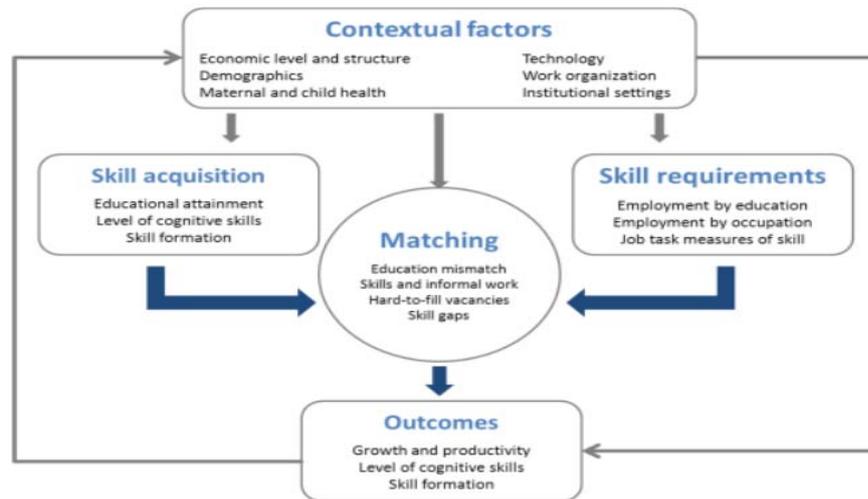


Figura 4: EU, 2010. http://hubmiur.pubblica.istruzione.it/alfresco/d/d/workspace/SpacesStore/aa9c6762-9ed2-4d65-8f4d-46b418411e3f/early_school_leavers_ue2011.pdf

¹³ http://hubmiur.pubblica.istruzione.it/alfresco/d/d/workspace/SpacesStore/aa9c6762-9ed2-4d65-8f4d-46b418411e3f/early_school_leavers_ue2011.pdf

SOLIDAR (2015¹⁴) reports that EU policies for NEETs put a special emphasis on education and training as a way to reduce youth unemployment. Considering that **lower education levels increase the risk of becoming a NEET**, measures tackling early school leaving are one of the EU's education and training policy priorities. As well as the **skills mismatching create a vicious circle** which intensify the people unemployment.



Source: ILO (2013).

Figura 5: http://www.ilo.org/wcmsp5/groups/public/---dgreports/---stat/documents/publication/wcms_315623.pdf

Over the past five years, 52 thousand jobs were lost among young people, equal to a variation of 22.2%. The breakdown between types of work and young people, the impression is that the collapse of youth employment has affected all categories (NNN REPORT). Among the most affected one there are young people in possession of the only secondary school (-37.8 % compared to 2008), as defined by the OCSE "left behind", or at risk of exclusion from the labour market. Those eligible for free school meals, those who have been excluded or suspended from school, those with their own child and those who have a disability are more likely to be NEET.

The left behind effect is only one driver of the double loop, referred to competences; the double loop drivers instead can be divided into three groups: **Social; Competences; Motivation**.

EU member states have agreed to commit themselves to **improving the performance of young people who are at high risk of early school leaving and have low basic skills**, by means of early detection across the education system and the provision of individual support.

In fact, according OECD (2013¹⁵), Countries with a low NEET rate and a high employment rate are those offering work-experience programs and have a good recognition system for the vocational qualifications. Those Countries are less affected by the economic conjunctural cycle.

The previous evidences seem to drive the way to engage with the ESL and NEET problems.

3.1 EU and compared statistics on early school leaving (ESL)

In Europe only Malta, with a 20,9% exceeds the 20% rate of early school dropout and 22 countries are below the 12,5%. Even though Spain is above the average of the EU in per student expenditure, it is below the average in investment relative to the national GDP. It may be said that Spain raises the European average rate to 12%. Without our country the average for our EU partners would be

¹⁴http://www.solidar.org/system/downloads/attachments/000/000/240/original/2015_building_learning_societies_case_studies_neets_and_early_school_leaving.pdf?1457601298

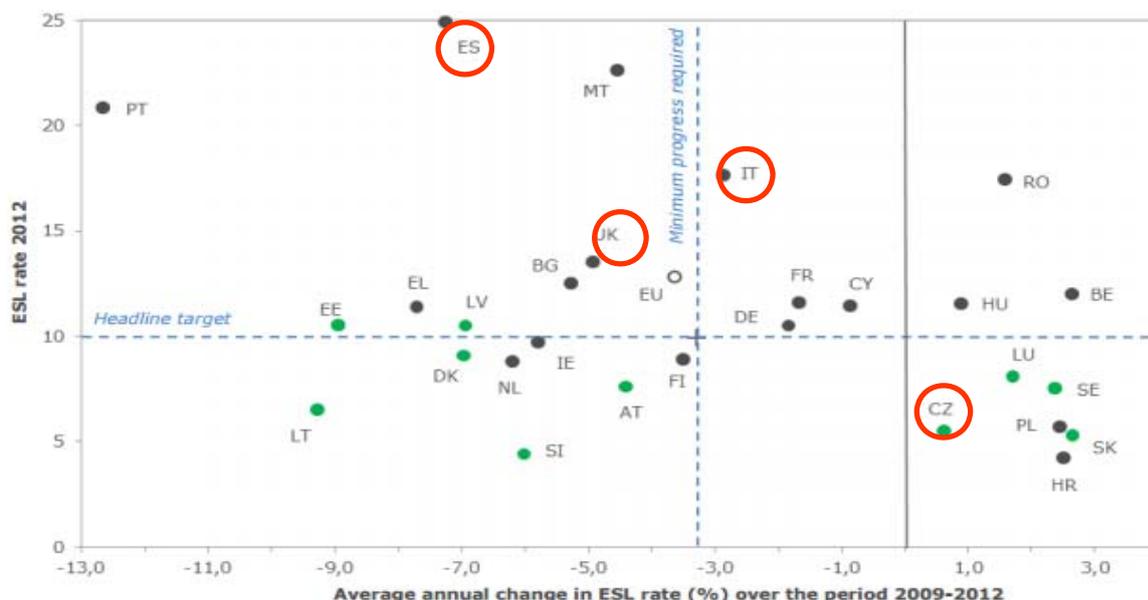
¹⁵ <http://oecdeducationtoday.blogspot.it/2013/05/what-makes-neet.html>

even lower.

The need to reduce ESL has been highlighted in the **Europe 2020 strategy. One of its five headline targets is to reduce the ESL rate to less than 10% by 2020.** In 2011 the Council adopted a Recommendation on policies to reduce ESL. It invites Member States to implement evidence-based and comprehensive policies to reduce ESL, comprising the right mix of prevention, intervention and compensation measures. As a follow-up to the Recommendation, a **Thematic Working Group on ESL (ESL TWG)** was established. Building on the results of the ESL TWG, a new **Education and Training 2020 Working Group (WG) on Schools Policy** was launched in 2014. Composed of policy makers from almost all EU Member States, Norway, Serbia and Turkey, and of representatives of European social partners, the WG on Schools Policy has focused on prevention and early intervention of ESL. Through peer learning, analysis of case studies, mapping (of school governance arrangements and of practices to support learners), inputs from international research, dialogue with experts, and in-depth country-focused workshops, the Working Group has looked at how more **holistic, collaborative approaches to ESL** can be developed within the school. Through the development of a dedicated online 'School Toolkit', the Working Group has sought to provide concrete support to schools to prevent ESL, respond quickly and appropriately to first signals of disengagement, and ensure every learner can succeed.

The terms early school leaving (**ESL**) and early leaving from education and training (**ELET**) are used interchangeably in this document. Both refer to a common definition of early school leavers as those aged 18 to 24 with lower secondary education attainment at most (ISCED 0, 1, 2 or 3c short) and currently no longer in formal or non-formal education and training

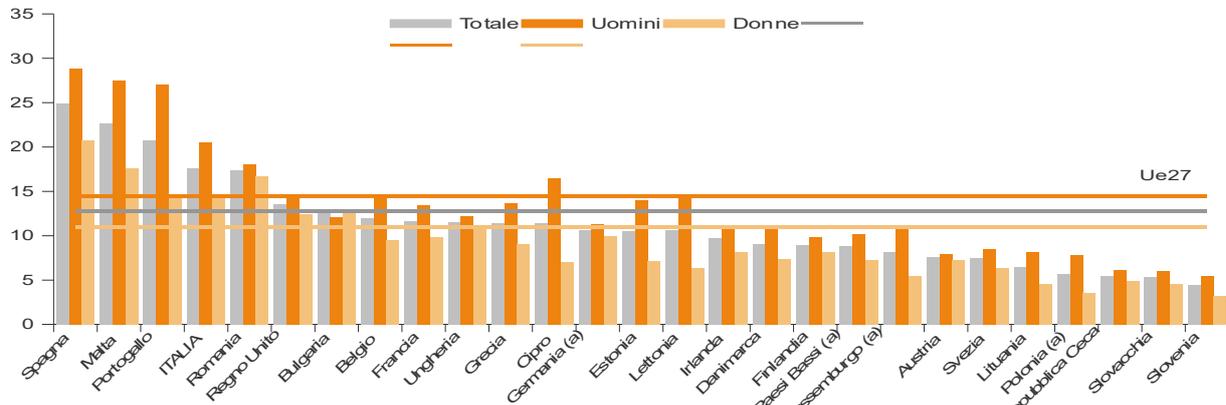
Many studies and reports, such as the OECD (2012) Equity and Quality in Education, or European Commission (2011) Commission staff working paper 'Reducing early school leaving' - accompanying document to the Proposal for a Council Recommendation on policies to reduce early school leaving. Moreover, for an overview of reasons for ESL, see A-M. Nevala and J. Hawley (2011), Reducing Early School Leaving in the EU, authored by GHK for the European Parliament ([http://www.europarl.europa.eu/RegData/etudes/etudes/join/2011/460048/IPOL-CULT_ET\(2011\)460048_EN.pdf](http://www.europarl.europa.eu/RegData/etudes/etudes/join/2011/460048/IPOL-CULT_ET(2011)460048_EN.pdf))



Source: JRC-CRELL and DG EAC calculations based on Eurostat data.

The drop-out rate varies according to Country and gender. As showed in the below image, Italy and Spain present the higher drop-out rate compared with the EU27 average, meanwhile the UK is on the average and the Czech Republic is even lower. Excepting some cases, the higher drop-out rate is referred to males.

Fig. 1 – Youth drop-out rate distribution among EU countries (per sex)



Source: Eurostat, Labour force survey, data of 2012

3.1.1 ESL IN IT

ISFOL (2014) research on “GENDER ESL” discuss the implications of results in the framework of push and pull theories (Mc Neal 1997; Stearns and Glennie 2006; Bradley and Renzulli 2011). In particular, the evidence presented above can shed light on the different mechanisms for early school leaving for boys and girls, interacting with their family resources and with their differential opportunities in the labour market. ISFOL (2014) analyses indicate that, among the young cohorts of Italian students, girls are less inclined to drop out from upper-secondary education than boys. Additionally, a sample of individuals who performed poorly in lower-secondary school suggest that this overall gender effect is not completely mediated by achievement. Moreover, gender effects are heterogeneous across areas of residence of pupils and educational level of their parents.

Drop-out causes

- Cultural
 - Related to the family resources, the relative education degree and the area of residence;
 - Related to the Country culture which tend to offer more opportunities to males.
- Lack of school guidance and orienting (in scope, time and targets) systems, methodologies and practices. In particular, changing scenarios relate to:
 - the continuous research and development of innovative method, strongly based on **active engagement of the youth**;
 - the conceptualization of learning as **self-awareness progressive achievement** on the “learning utility”;
 - the need of strongly focus and reinforcing the **guidance/orienting along the overall learning/training process** (in entrance, in itinere, at the end, supporting the training/job transition;

- Lack of adaptation of the school system to the need of the targets, also with refer to the age profile
 - With reference to the youth targets, the “activation” and “reflective” processes are more complex and a central role is played (especially in the first colloquia) by the emergence of the expectations.
 - The adult target is in average more aware (and potentially more usual to the reflective processes) also because is accessing a training path not during the normal life timeline; however it is more difficult to get in contact (and reach the ones less aware and more distant from the training/school system);
- Lack of organic integrating professionals and services operating in different field to support learners and schools to fight the ESL and NEET phenomenon;
- Lack of dedicated individual moment which foster the learner motivation because it is linked to the perception and appreciation feelings;
- Lack of certainty of continuity for the VET system in many territories. There is a need to:
 - Focusing on the internship/alternance moments;
 - Reinforcing the integration between company and school/VET tutorship;
 - Enlarging these considerations, resources and tools also in terms of orienting/supporting the entrepreneurship programs/projects.

The potential effectiveness of these tools/methods are confirmed not only in terms of prevention of NEET/ESL but also in its management (trying to intercept the targets; the Youth guarantee has allowed to enlarge this area. Consistently, the “**system**” **actions/tools** to be undertaken also refer to;

- the realisation of orienting sessions within the **lower school levels/grades** and/or orienting session describing the potential job they might be involved;
- the need of promoting and supporting practices (and criticisms) **sharing and learning sessions for and among trainers**;
- define cross-disciplinary and **integrated training sessions and methodologies**, better supporting internship and iVET and job transitions and, most of all, fostering youths motivation and engagement.

Some **main conclusion/most relevant points propose to be addressed**:

- The importance to **actively involve the families** in the (re)engagement process and in the learning agreement
- The shift, once the youth have started the training course, **from orientation to accompaniment** action
- The importance to foresee active and **innovative methodologies** as well as to promote the **school/job alternance** (also through summer internships)
- The potential of the **technology enhanced solutions**, as long as they are “quick”, mostly usable and engaging for youths (developed with languages and navigation consistent with their technology acceptance/approach).
- The relevance to contemporarily focus on both **trainer/operator and youth solution usability**.

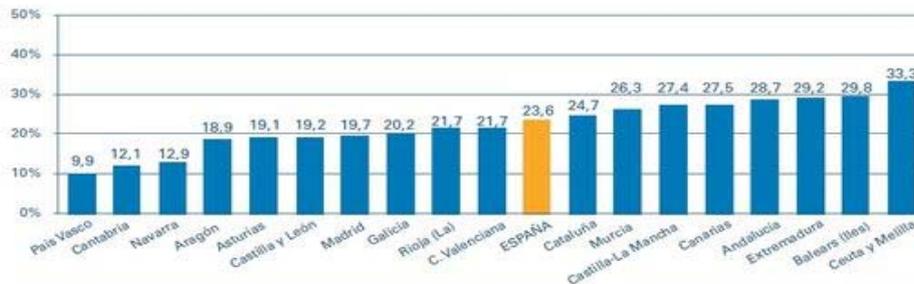
3.1.2 ESL in ES

Spain raises the early school dropout rate in the EU, with Autonomous Communities near 30%. Castilla La-Mancha (27,4%), Canarias (27,5%), Andalucía (28,7%), Extremadura (29,2%) and Baleares (29,8%) are the Autonomous Communities with the highest rates. Ceuta and Melilla reach 33,3%.

Despite the decrease of the last 5 years, Spain still doubles the European levels of school leaving, with about 23% versus the 12% average in the EU.

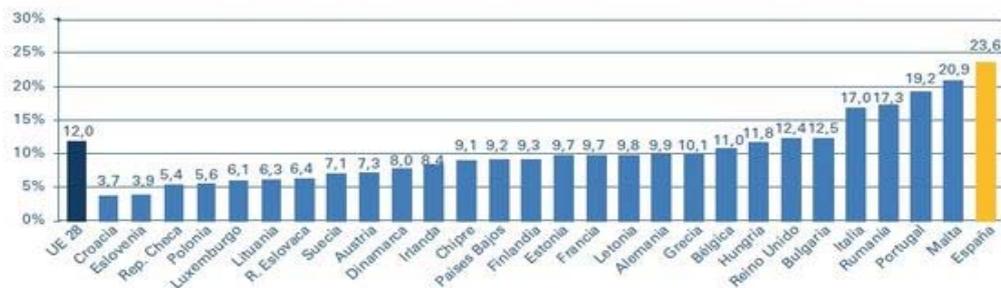
El abandono tras la educación obligatoria

Abandono educativo temprano por C.A: Porcentaje de población de 18 a 24 años que no ha completado el nivel de E. Secundaria 2.ª etapa y no sigue ningún tipo de educación-formación. Año 2013



Fuente: Encuesta de Población Activa. INE. Elaborado con la metodología de Eurostat.

Abandono educativo temprano - Países de la Unión Europea: Porcentaje de población de 18 a 24 años que no ha completado el nivel de E. Secundaria 2.ª etapa y no sigue ningún tipo de educación-formación. Año 2013



Fuente: Encuesta Europea de Población Activa (Labour Force Survey). Eurostat.

The early dropout rate has decreased 9,5 percentage points, recording a historic peak of 32,2% in the year 2004, up to 22,7% that leaves 2014.

Five years after the sad record, in 2009, it continued beyond the 30% barrier (30,9%). That year marked a turning point and since it reached the highest peak a decade ago, the accumulated decline of the national average is 29,5%. **In the last three years it has decreased particularly, falling 3,6 points, from the 26,3% of 2011 (-13,7%).** According to the Minister of Education, Jose Ignacio Wert, this is a clear symptom of how families have **increased their perspective of the importance of education/training.** The Secretary of State for Education, PT and University, Montserrat Gomendio, claims that the increase in the number of students in PT is an important part of this improvement.

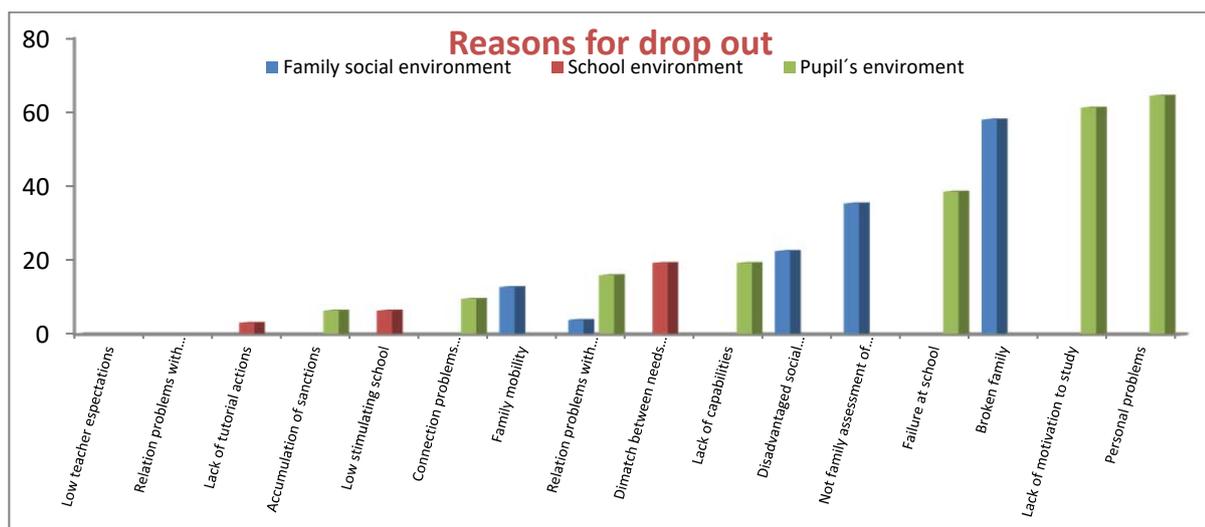
The goal for Spain is to leave this rate of early school dropout in 15% by 2020, while for the rest of the European Union the goal is to leave it in 10% because they part from a considerably better starting point. Even with this year's improvement, Spain's rate almost doubles the European, which is 12%. We are still leaders in the UE in this alarming classification.

A comprehensive overview of the school drop-out phenomenon in Spain is reported in the recent research edited by M.F. Enguita, L. M. Martínez, J.R. Gómez on "School Failure and Dropouts in

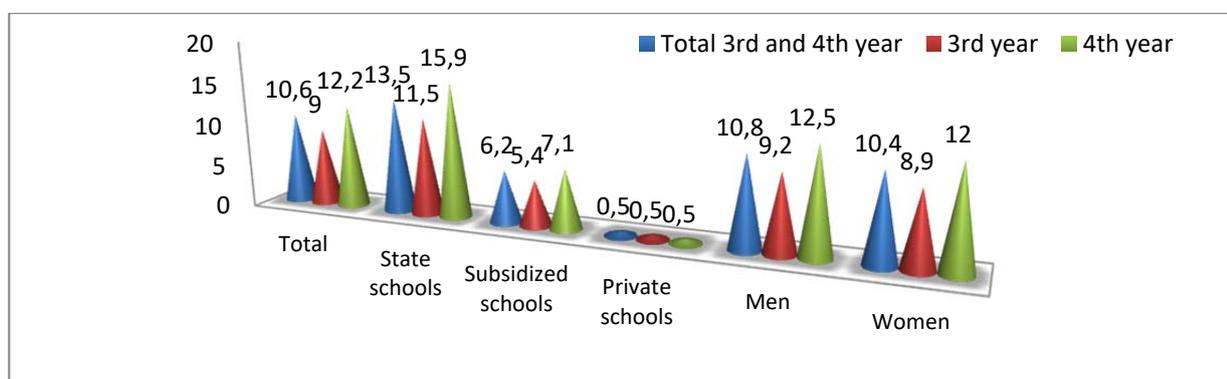
Spain” (Social Studies Collection, No. 29). This study captures the multiple dimensions necessary to explain student failure and dropping out of school, which range from the new role of education in the information society to the internal dynamics and instruments of the school system, in addition to examining major social divisions and the generalized tendency of adolescents to feel disconnected from the institution of education.

In Spain, as in the case with the results of the PISA report regarding the performance of students, the situation varies significantly from one area to another. Only one Autonomous Community showed in the year 2013 a better school dropout rate than the average in the European Union: Basque Country, with a 9,9%, in a year where the national average was 23,6%. Another two communities were very close to European standards, Cantabria (12,1%) and Navarra (12,9%). From there on there is a negative leap. However, there are a number of Autonomous Communities that were not far from achieving the goal of 15% in a few years: Aragón (18,9%), Asturias (19,1%), Castilla y León (19,2%) and Madrid (19,7%) are under 20%. Following these Autonomous Communities are Galicia (20,2%), and La Rioja and Comunidad Valenciana (21,7). Over the national average of 23,6% last year were Cataluña (24,7%) and Murcia (26,3%). And those which came the closest to the standards of 30% were Castilla La Mancha (27,4%), Canarias (27,5%), Andalucía (28,7%), Extremadura (29,2%) and Baleares (29,8%). The Autonomous Communities of Ceuta and Melilla exceed by far that border with a 33,3%.

Drop out causes



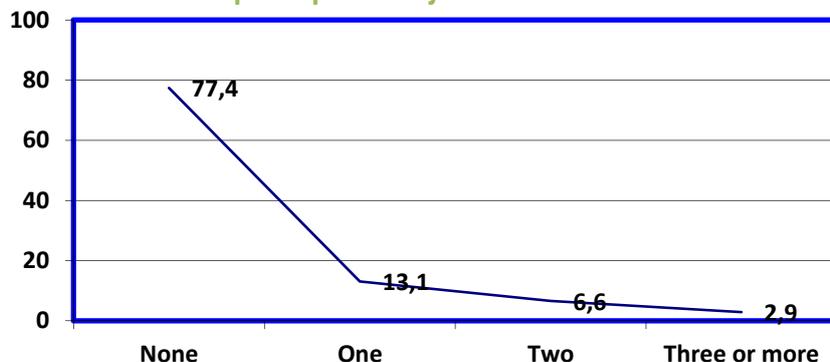
Percentage of secondary compulsory education students who attend curricular diversification programmes



Percentage of students who left for centers.

| Number of drop outs | Number of centers | Percentage |
|---------------------|-------------------|------------|
| None | 106 | 77,4 |
| One | 18 | 13,1 |
| Two | 9 | 6,6 |
| Three or more | 4 | 2,9 |

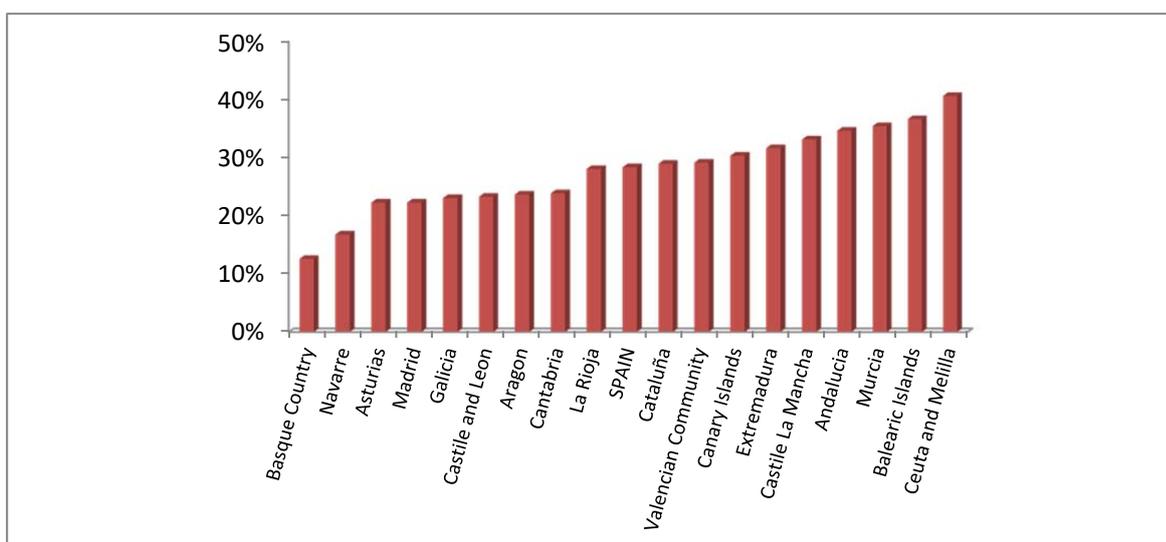
Drop out porcentaje for centers



Evolution of students registered in Vocational Training.

| | 2000-2001 | 2005-2006 | 2010-2011 |
|---|-----------|-----------|-----------|
| TOTAL | 449.008 | 454.053 | 578.574 |
| Intermediate Training Cycles (face) | 191.456 | 230.174 | 288.708 |
| Intermediate Training Cycles (distance) | 555 | 1.975 | 7.456 |
| V.T. I | 233 | - | - |
| Superior Training Cycles (face) | 185.051 | 217.255 | 265.601 |
| Superior Training Cycles (distance) | 694 | 4.649 | 16.809 |
| V.T. II | 71.019 | - | - |

Early school leaving by A.C: Percentage Population from 18 to 24 years that has not secondary education 2nd stage and not follow any kind of education- training. 2010.



Drop-out causes

- Social origin: economic and social capital

Indicators of school failure according to occupational class of the parents

In percentages

| | HIGHEST OCCUPATIONAL CLASS OF THE PARENTS | | | |
|---|---|--------------------------|------------------------|-------------------------|
| | SKILLED / WHITE COLLAR | UNSKILLED / WHITE COLLAR | SKILLED /MANUAL LABOUR | UNSKILLED/MANUAL LABOUR |
| Have repeated an academic year | 18.4 | 30.1 | 37.6 | 36.2 |
| Do not aspire to post secondary levels of education | 6.9 | 12.8 | 23.5 | 23.1 |
| Score below one standard deviation | 10.4 | 16.6 | 27.6 | 28.8 |
| High risk of failure | 22.7 | 35.6 | 46.3 | 44.8 |

Source: Pisa 2003 and author elaboration.

Figura 6: https://multimedia.caixabank.es/lacaixa/ondemand/obrasocial/pdf/estudiossociales/vol29_en.pdf

These differences are clear in regards to aspirations to complete post-secondary levels of educations (three times less among students whose parents work at unskilled manual labour);

– Girls' success: gender and failure at school

Indicators for the risk of dropping out by sex of student

In percentages

| | | SEX | |
|---|--------------|-------|------|
| | | GIRLS | BOYS |
| Have repeated | Of each sex | 42.0 | 58.0 |
| | Of the group | 23.7 | 33.8 |
| Do not aspire to post secondary education | Of each sex | 38.1 | 61.9 |
| | Of the group | 10.8 | 18.2 |
| Score below one standard deviation | Of each sex | 43.3 | 56.7 |
| | Of the group | 16.1 | 21.7 |
| High risk of failure | Of each sex | 42.7 | 57.3 |
| | Of the group | 29.4 | 40.7 |

Source: PISA 2003 and author elaboration.

Figura 7: https://multimedia.caixabank.es/lacaixa/ondemand/obrasocial/pdf/estudiossociales/vol29_en.pdf

The reasons for the girls success are not completely clear; possibly the most reasonable assumptions are: gender characteristics (process of development during puberty favours the maintenance of discipline, focus and work habits among girls to a greater extent than among boy), socialization processes (socialization of girls leads to less conflictive behaviour on their part in comparison to boys, acquisition of skills (for girls acquire skills have a broader and more general application in learning processes than do spatial or formal reasoning);

– Ethnicity and nationality

Indicators of risk of failure by origin

In percentages

| | ORIGIN | | |
|---|--------|-------------------|------------|
| | NATIVE | SECOND GENERATION | NON NATIVE |
| Have repeated | 28.3 | 31.7 | 35.3 |
| Do not aspire to post secondary education | 14.3 | 26.6 | 15.0 |
| Score below one standard deviation | 18.0 | 23.8 | 37.6 |
| High risk of failure | 34.1 | 40.9 | 55.1 |

Source: PISA 2003 and author elaboration.

Figura 8: https://multimedia.caixabank.es/lacaixa/ondemand/obrasocial/pdf/estudiossociales/vol29_en.pdf

The panorama is interesting, given that it implies that although the aspirations of non-native students in the educational system are as high as native students, their competencies are not;

– **Disrupted families**

Indicators of risk of failure by type of household

In percentages

| | HOUSEHOLD TYPE | | | |
|---|----------------|-------|---------------|--------|
| | NUCLEAR | MIXED | SINGLE-PARENT | OTHERS |
| Have repeated | 27.4 | 34.2 | 33.7 | 36.8 |
| Do not aspire to post secondary education | 13.9 | 17.2 | 16.1 | 19.5 |
| Score below one standard deviation | 17.6 | 19.4 | 23.5 | 34.9 |
| High risk of failure | 33.2 | 39.4 | 41.4 | 51.9 |

Source: PISA 2003 and author elaboration.

The relationship between family stability and failure at school is not well understood or integrated into the analysis of the overall educational process leading to dropping out of school. The only reasonable assumption that we can make is that the response of school-age children and adolescents to changes in the family model tend to be negative.

3.1.3 ESL in CZ

Czech Republic has very low ration of the early school leavers about 5 %.¹⁶ Comparing with EU average around 12 % is this low ration based by wide supply of less difficult studding programs.

Appreciated situation is at upper secondary schools and technical secondary schools where **CZ early leavers in 42 % continue their studying at another school, mostly at lower level of education.**

Problem is at two and three years programs of secondary vocational schools focusing on students with special educational needs. There **31 % students leave the first grade. Ratio of the school leavers from secondary vocational school and secondary technical school is around 16 % in first grade.**¹⁷

Unrevealed reasons

- **Lack of interest about the school:** very often part of other reason of early leaving.
- **Lack of interest about the education (choosing the easiest way):** If student starts to attend a new school is very common that all problems with motivation and discipline are back very soon. Very problematic is situation when student after leaving the school before entering new school starts to work or has a timed gap (for example six months). According the research more student´s fluctuation derogate chance to finish any school.
- **Family background:** Low level of education of parents, unemployment of the parents, poverty, exclusion (typical for Gypsy minority), family disharmony, violence and drugs in family, orphanage, long term sickness of parents and individual attitudes of students.¹⁸
- **Ambition of financial independency:** For **students from underprivileged families is typical ambition to achieve the financial independency** as soon as possible. It is very often again the attitude of the family.

¹⁶ <http://ec.europa.eu/eurostat/tgm/table.do?tab=table&init=1&language=en&pcode=tsdsc410&plugin=1>

¹⁷ Trhliková J.: Předčasně odchody ze vzdělávání na středních školách. Kvalitativní analýza rozhovorů s experty a příklady dobrých praxí. Prague 2012, page 9.

¹⁸ Idem, page 13.

- Bad studying records: Very often connected with other reasons as special studying needs, dyslexia, situation in family etc. **Significant problem is accumulation of the lack of knowledge from the elementary school especially among the excluded minorities.**
- Nonattendance or negligent attitude toward school's duties: Very often as a result of lack of interest about school or education. **Nonattendance is very often first obvious step when student starts to work instead of attending the school. Missing ours are result of frequent oversleeping, too.** When students quit to attend the school is very high probability repeating this attitude at the new school.
- **Aggression and behaving:** Burglaries and endangering others. Typical solving the problem is firing from the school.
- **Drugs and another addictions:** Czech Republic has very low addictions among the youth but there are very frequent consumers of the marihuana which has direct impact on their treating.
- Health condition and pregnancy: Decisive for pregnant girls or young mothers is family background as available time for studying or sufficiency of money.¹⁹

Revealed reasons

- Unadvisedly chosen apprenticeship branch or level of education: Significant reason of the early leaving is improper choice of the studying branch or school which leads students to the demotivation, school fluctuation and frequent failing. **If students are not motivated (or they do not have an option this situation consult) to solve this problem very often leaves the school system.**
- Lack of controllership in family: Students do not consider parents as an authority so they are negligent to the school duties. **If parents don't have their kids under the control they delegate responsibility to the school with explanation that they don't want to struggle with kids because they at least they don't abuse the drugs.**
- Welfare of the family, financial problems and expenses for the education: Unemployment of the parents is critical moment for successful achieving the grades. Problem is often based by very **low financial literacy** of parents or their press on the kids to contribute money to the family's budget. **Difficult situation is in families where kids have to commute to the school or where parents are heavy drinkers.**
- **Individual psychological profile of students:** Lack of discipline, problems with accepting authority or with classmates.

Early leavers according the data

Who, when and why leave the school

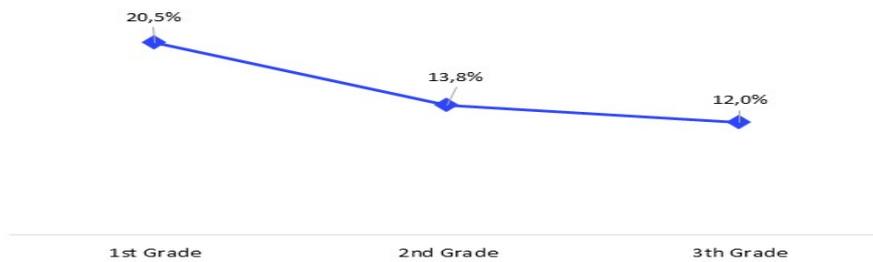
Generally problem is with students in first grade. For derogation of ratio early leavers should elementary schools to pay attention to career consultancy and secondary vocational schools should develop instruments for early help for students (tutoring, communication with family, changing the branch etc.), for next grades school should keep the watching and supporting the students.

Graph 1: Leaving the school according to grade²⁰

¹⁹ Trhliková J.: *Předčasně odchody ze vzdělávání na středních školách. Kvalitativní analýza rozhovorů s experty a příklady dobrých praxí.* Prague 2012, page 18.

²⁰ Idem, Page 10.

Leaving the school according to grade

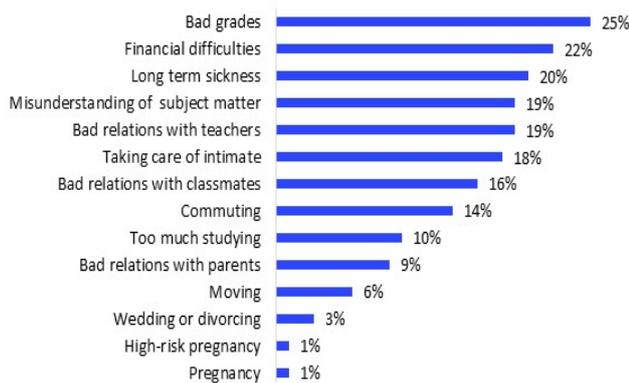


Very interesting is comparing data from students and from teachers about reasons of early leaving. **Teachers are much more sure and direct about the students: nonattendance, discipline and lack of interest about the school are reasons in more than 70 % reasons of early leaving.**

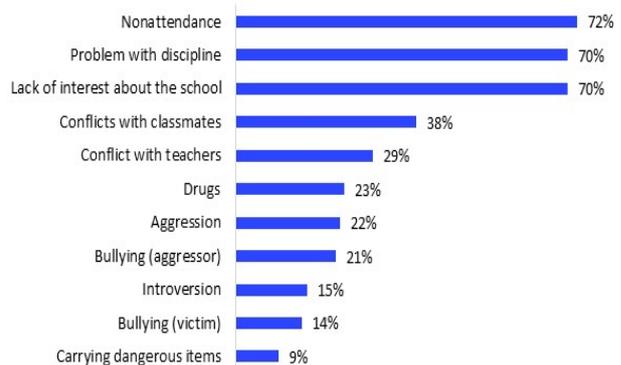
Graph 2: Reasons of early leaving according to students²¹

Graph 3: Reasons of ESL according to teachers²²

Reasons of early leaving according to students



Reasons of early leaving according to teachers



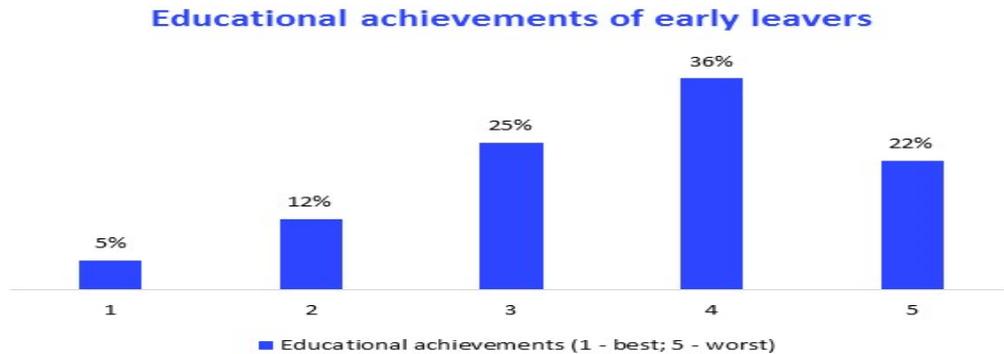
Students much more consider objective reasons. Only 25 % early leavers admit school achievement as a reason of early leaving, they more talk about financial difficulties, health or misunderstanding. Teachers see students more in permanent conflict, too. **Teachers consider a conflict with teachers in 29 % cases but students only in 19 % cases. While teachers tell about conflict with classmates in 38 % cases students consider conflict with fellows just in 16 % cases.** Either students underestimate the conflicts with teachers and classmates or teachers judge students according their relations with school environment. Presented research don't indicate if schools provide searching the social atmosphere in class or evaluation of teachers.

Teachers are much more focused on students' school's achievement. If we reflect data about the achieved grades at the time when students have left school, we can find out that **low achievement was reason for just less than quarter of them instead of 70 % cases according to teachers.** There is probably problem with teacher's formal attitude toward the students and

²¹ *idem*, Page 11.
²² *ibidem*. Page 26.

targeting all evaluation just on the grades. Therefore we recommend to implicate more diverse evaluation, especially verbal evaluation.

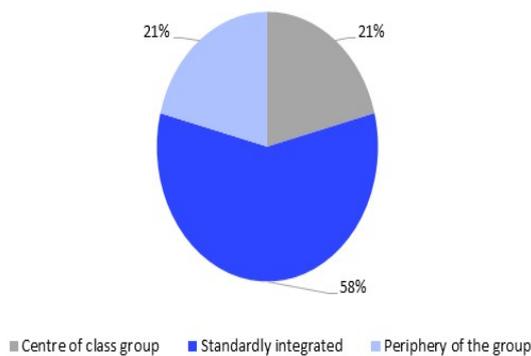
Graph 4: Educational achievement of early leavers²³



Data about **social acceptance of future early leavers** proof that we are losing part of the co-workers and leaving some kids from the school system can be against the interests of the society. Each fifth excluded student can be leader with social empathy and charisma. **Almost 60 % early leavers are sociable and they can be useful contribution to the industry.**

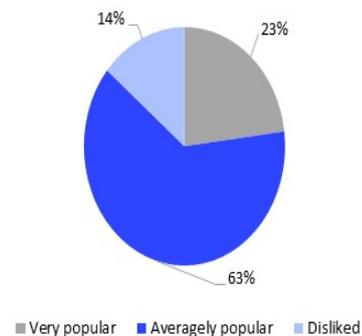
Graph 5: Early leavers according to class position²⁴

Early leavers according to class position



Graph 6: ESL according to popularity among teachers²⁵

Early leavers according to popularity among the teachers



Even teachers consider almost each fourth early leaver as very popular in the class group. More than two thirds early leavers are consider by teachers as averagely popular. Without integration problem. This inattention of the schools and late solving student's problems take from the labor market more than 5 thousands potential good workers yearly.²⁶

²³ Vacek, J., Pacnerová, H., & Menclová, M. (2008). Příčiny předčasných odchodů ze středního školního vzdělávání u žáků ze sociokulturně znevýhodněného prostředí, průzkum pro projekt PROPOS. Praha: Centrum adiktologie a IPPP. Page 28.

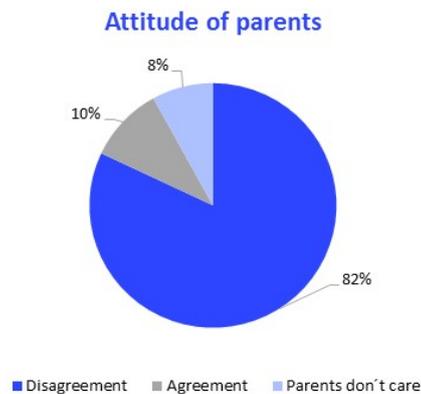
²⁴ idem

²⁵ idem

²⁶ Counted from ratio 16 % early leavers from the secondary vocational schools. There are studying about one hundred

Early leavers generally don't get agreement from parents neither. 82 % parents of early leavers don't agree with leaving the school. Only almost each fifth student gets agreement from parents or they don't care about the kid's decision. So there is still willness to solve the problem and teachers and school have partners for keeping the kids at the school.

Graph 7: Attitude of parents toward early leaving kids from school²⁷



Drop-out causes

Individual reinforcing

- continuing supervision and support for students who have problems at the elementary school or who belongs to the endangered group by early leaving.

Family

- school has to work on the involving families to school's year: open events for parents (introducing of students projects, schools celebrations and anniversary etc.),
- private but official meetings with parents (parents, teacher, student),
- developing control instruments with families about the lackness, oversleeping, not attending etc.

School

- building the **carrier department for the students at all schools**,
- better **carrier consultancy** at elementary schools: cooperation with school psychologist, teachers, parents and with secondary vocational schools,
- **prevocational education** at the elementary school: cooperation with teachers from secondary vocational school and elementary school for better preparing for first grade (supportive courses),
- **early tutoring support for students with lack of knowledge** and school's skills from the elementary school,
- early intervention in case when students in first grade fails at the tests: tutoring or offering to change the branch,
- **variable evaluation of students** – engagement of the verbal evaluation and lowering of the formal evaluation (grades 1 – 5)

thousand students.

²⁷ Vacek, J., Pacnerová, H., & Menclová, M. (2008). *Príčiny předčasného odchodu ze středního školního vzdělávání u žáků ze sociokulturně znevýhodněného prostředí, průzkum pro projekt PROPOS*. Praha: Centrum adiktologie a IPPP. Page 27.

- **designing the curriculum toward meaningful education** with real labor experience and perspective carrier
- integration of the modern **educational methods**: e-learning, digitalization, using new technologies etc.

Community

- problem of Czech secondary vocational school is funding by regional authority: local authority are not interested about the vocational schools even if they educate kids from the town – school has to find ways how to **involve local authority** to the educational process,
- local employers, organizations, NGOs etc. can involve the school to the **local projects and network the students** with important stakeholders,
- if school has strategy for community relations can leadership to develop **fundraising programs** for students from families with financial difficulties.

Continuing education and training

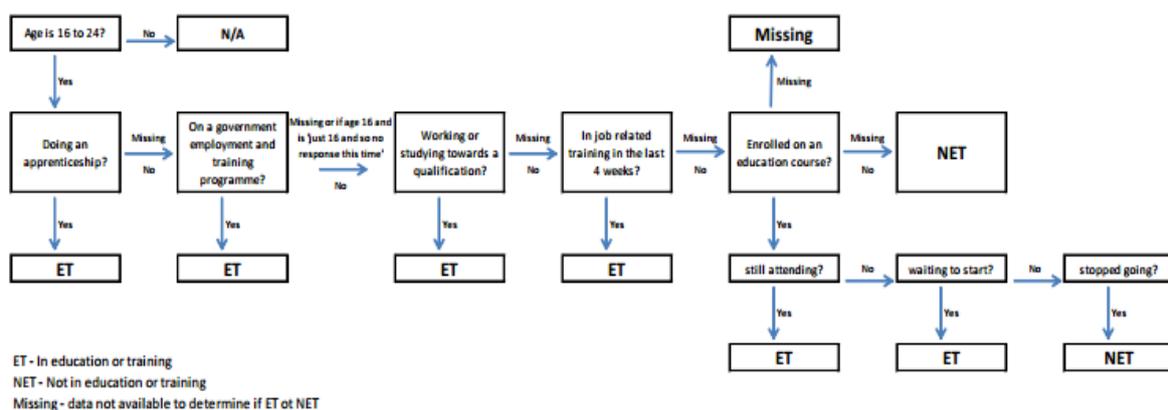
- early leavers are endangered when they have **timed gap** between previous and potential school: former students should have possibility to educate themselves for instance at the potential school.

3.1.4 ESL (as) Risk Factors in becoming NEET IN UK

In the UK, Early School Leavers (ESL) are subsumed, for statistical and analytical purposes, under the category of Not in Education, Employment or Training (NEET). A person is NEET if they are aged 16 to 24 and **not** in education, employment or training. A person is considered to be **in** education or training if they:

- are doing an apprenticeship;
- are on a Government employment or training programme;
- are working or studying towards a qualification;
- have had job-related training or education in the last four weeks; or
- are enrolled on an education course and are still attending or waiting for term to (re)start.

In England, full participation in education or training for 16 to 17 year olds is envisaged by 2015 and the age of participation rises from 17 to 18 with effect from September 2015.



The table (below) summarises the increased likelihood of young people becoming NEET associated with certain risk factors:

Increased chances of being NEET

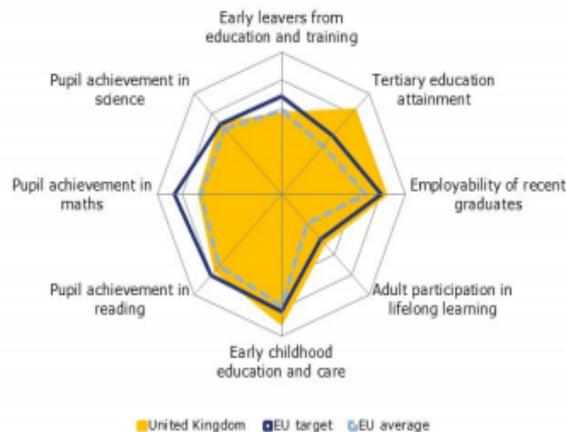
| Factor | Increase in chance of being NEET for six months or more |
|---|---|
| Being NEET at least once before | 7.9 times more likely |
| Pregnancy or parenthood | 2.8 times more likely |
| Supervision by youth offending team | 2.6 times more likely |
| Fewer than three months post-16 education | 2.3 times more likely |
| Disclosed substance abuse | 2.1 times more likely |
| Responsibilities as a carer | 2.0 times more likely |

Source: Audit Commission, analysis of Connexions data from fieldwork areas (approximately 24,000 young people), 2010

As discussed above, the UK policies are strictly addressed to lifelong learning, of adults as well as of youth at the age of 16. The obliged pathways in fact, put UK in a better position compared to the rest of EU Countries. Cedefop estimates a 14.3% decrease in jobs requiring low qualifications in the UK between 2013 and 2020, which is higher than the EU average (13.2%). The number of jobs requiring medium qualifications will increase by 4.3% while these jobs are expected to decrease in the EU as a whole (by 1.5%). However, the expected 9.5% increase in jobs requiring high qualifications is smaller than the increase expected in the EU as a whole (15.8%).

Below a graphic representation:

Figure: Position in relation to highest (outer ring) and lowest performers (centre)



Youth employability is still related to incentives and public programmes; the pathway toward sustainable economic actions is open.

3.2 EU and compared statistics on NEET

According to Eurostat, in 2011, 7.5 million young people aged 15–24 and an additional 6.5 million young people aged 25–29 were excluded from the labour market and education in Europe. The following Figure shows the NEET rate distribution among EU countries with refer to the 15/24 age as emerging in the Eurostat 2011 study report.

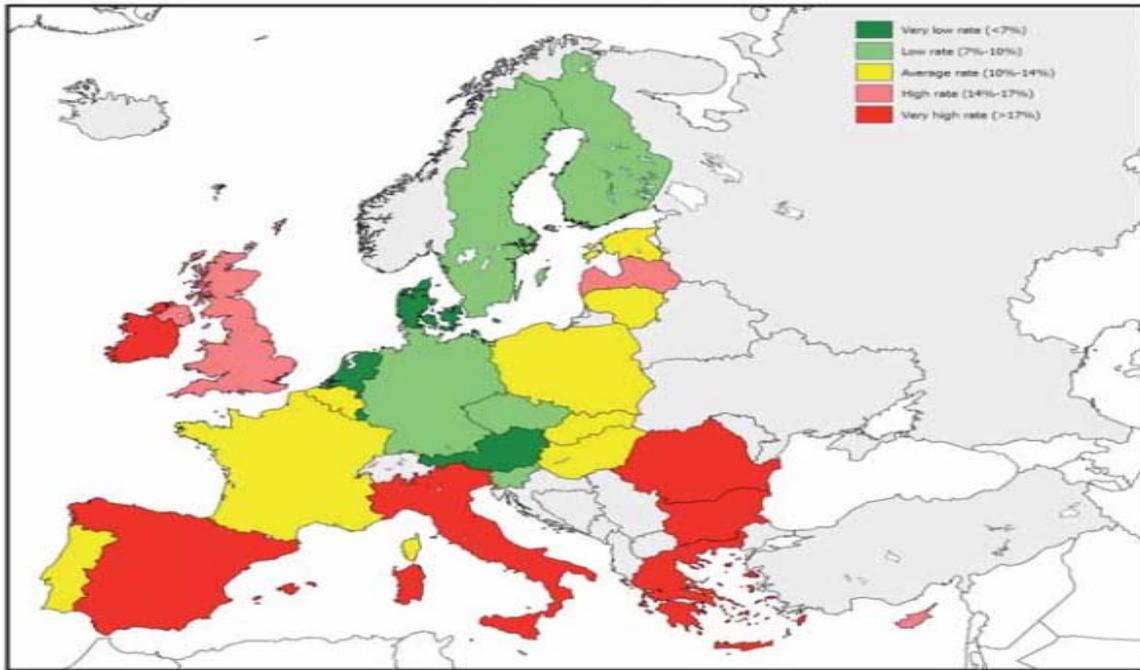


Figura 9: http://www.eurofound.europa.eu/sites/default/files/ef_publication/field_ef_document/ef1254en.pdf

According to Eurofound (2012), **NEETs are a very heterogeneous population** because there are permanent and temporarily unemployed person, those who have familiar problems and/or which have personal specific needs. Those groups require different intervention according to the needs they require to satisfy.

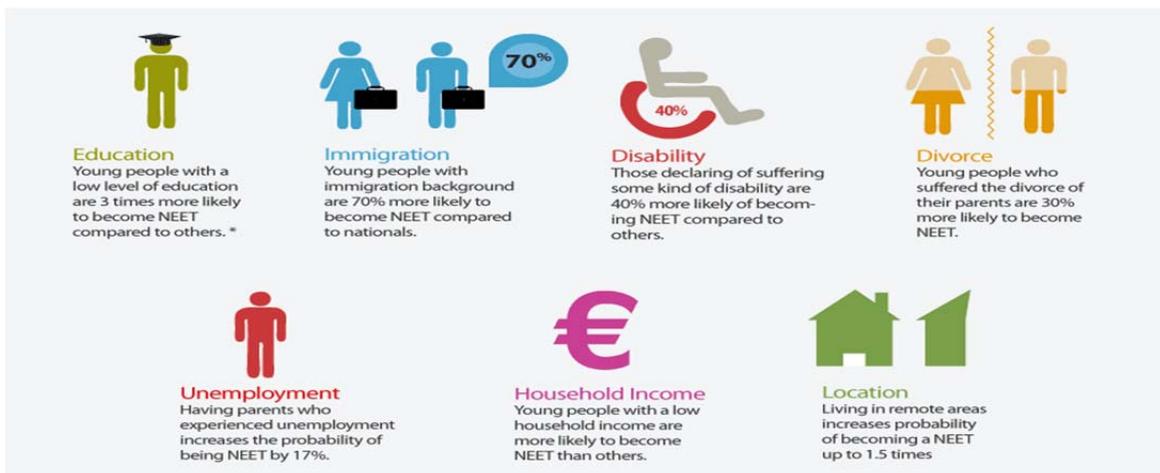
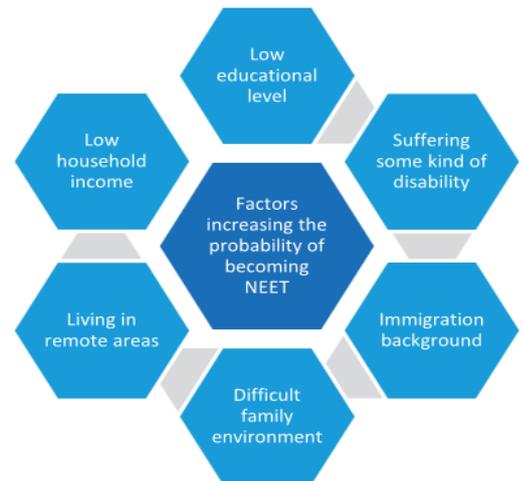


Figura 10: http://www.eurofound.europa.eu/sites/default/files/ef_publication/field_ef_document/ef1254en.pdf

Factors increasing the probability of becoming NEET

Customisation needs to occur even within the NEET category. It is a different issue dealing with NEETs who are:

- registered unemployed
- disadvantaged and/or disenfranchised
- single and teenage mothers
- young people who are disabled or long term sick.



Eurofound (2012) grouped the **NEETs in four clusters, each one asking for specific types of interventions**. The clusters are here shown:

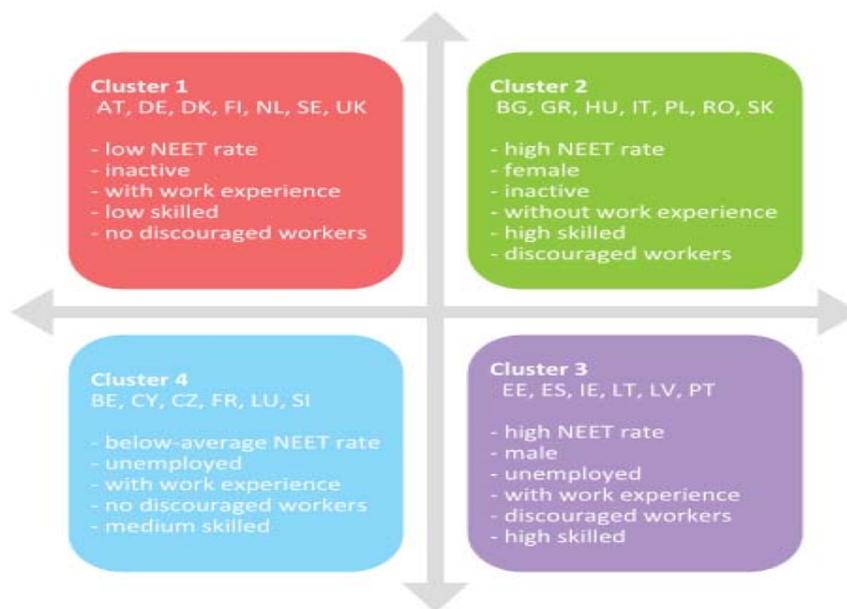


Figura 11: http://www.eurofound.europa.eu/sites/default/files/ef_publication/field_ef_document/ef1254en.pdf

From the Eurofound (2012) analysis below are reported the main characteristics for each Clusters to facilitate the reading and the assumption related to the project Countries

CLUSTER 1
 in this cluster the typical NEET has a lower educational level and has withdrawn from the labour market and from education. The low share of discouraged workers indicates that in most cases this decision might have been voluntary, probably to take over family responsibilities or to follow alternative trajectories, and not as a sign of structural barriers for young people accessing the labour market.

CLUSTER 2

the high share of discouraged workers and the high share of NEETs among those with a tertiary education, seem to indicate structural problems in the transitions from the education system to the labour market. Here, ending up as NEET seems to be involuntary and the result of various barriers that hinder a successful transition

CLUSTER 3

the NEET rate in these countries is driven by the increase in unemployment due to the crisis. While the high share of young people with a tertiary education may indicate some structural problem that slows the transition from education to work for the most educated, the fact that most NEETs have work experience and are more likely to be male might indicate that they fell into NEET status as a result of the economic crisis, which hit the entire population of young people, regardless of their educational level

CLUSTER 4

NEETs in these countries seem to be related to the increase of unemployment due to the crisis. However, the limited size of the NEET rate and the low share of discouraged workers recorded in this cluster suggest that the situation is better than that depicted in the third cluster, probably due to the crisis having a less severe impact on these countries.

As reported by Eurofound (2012), **UK despite belonging to the Cluster 1 presents a particular situation** because it should be characterized by a low NEETs rate. As emerged from the UK in field activities main issues of **alignment between the labor market and training** in the various country contexts, with particular reference to the **most vulnerable segments of the labor market** (in this sense we recall the basics of NEET and alternation school / work). There are difficulties in engaging with schools and introduce systemic intervention. There is also needed to engage directly to learners to understand the reasons behind demotivation, unskilled youth.

Czech Republic is in line with the Cluster 4 description. The phenomenon exist with low percentage, but it is not taken into consideration because it has a low impact on the economic dynamics.

Related to Italy and Spain instead has been figured out from the in-field researches that for **Italy the required interventions are structural**, meanwhile for **Spain are mainly oriented to contingent actions**, thus, specific structural action related to the skill matching and the school/work transition have to be addressed.

3.2.1 NEET in IT

In 2012 there were 22,7% of youth NEETs. In Italy are considered NEET youth from 15 to 29 years old. *In Italy, the share of Neet is much higher than the EU27 average. While in 2009-2010 the growth area of Neet had involved mainly young people in the Centre-North and in 2011 the increase had affected exclusively the Central and Southern Italy, in 2012, the significant increase the 'incidence of young people who do not work and do not study covered extensively all areas of the country. This means that Italy require structural interventions, intensified by contingent factors related to the economic crisis.*

According to previous project report (NNN Report), employment was reduced by 24% for young graduates, indicating a lack of the role of education in protecting against the effects of the crisis. An analysis by type of occupation emerges finally a youth labor market very different than the pre-crisis period. The collapse in demand for labor has reduced the area of employment, leading many young people, mostly graduated, to take refuge in forms of work formally independent even though very often based on mono-commissioning. Long term employed decreased of 34%, that now account only for 57% of youth salaried employment, compared to 64% in 2008. Times for job also are changing: part-time employment has grown continuously and now affects almost a young man out of 4. (IRPET Report on LM 2013, January 2014).

By analysing the size of the phenomenon in Italy, it is observed that on average affects more women (26.1%), while for men the figure is 21.8%.

Main determining factors in the growth of NEET in Italy:

- High school dropouts
- Cultural factors affecting the female inactivity (family reasons, informal activities of care, difficult market access, etc.)
- Family reasons (especially for women) and discouragement compared to the labor market (higher in the South)
- Skill mismatch in the Centre-North (especially for graduates) vs low level of education in the South
- Jobs discouraging and inadequate

Other data to be taken into consideration:

- Greater spread in the age group 20-29 especially in the South
- More widespread among those with only a high school, high school diploma to follow (especially the five-year)
- Preventive factors:
- Participation of students in the labor market also part-time or low-skilled jobs can prevent the fall in NEET
- Promoting apprenticeship and strengthening the link between education and the labor market

As regarding the ESL, Italy is among the worst in Europe for abandonment of classrooms leaves the benches too early for 17.6% of pupils, with peaks of 25% in the South. To make known is the ANIEF (the association of Italian teachers), which emphasizes that we are moving away too much from the average of the 28 EU countries, fell to 12.7% this year, and the objective of the Community reaching 10% by 2020. There are still five nations still very far from this goal; among them Italy, for which the number of 18-24 year olds who have left school before the time has managed to do even worse in Romania, which is 17.4%. Returning to Italy, the situation is particularly critical in Sicily, Sardinia and Campania, where there are areas with peaks of early school leavers to 25%. While the age group in which there is the peak of early remains that of 15 years, when the boys attend a two year high school. Association do know also that begins to decline to the formation of the interest in the university environment, with registrations that are down to 30% of new graduates. Again, argues the ANIEF, points the finger at progressive reduction of the teaching staff and degree courses. And the loss of researchers, more and more oriented towards foreign countries. With the result that the number of young people who today reaches graduation remains among the lowest in the EU. As if that were not enough, then, in Italy spending in education is more and more low/decreasing: so much so that (OECD data) our country will square for investment in education to 31st place among the 32 considered.

ITALY: ESL and NEET main drivers and dimensions

Among the main causes of the NEET increasing can be therefore indicated (Italia Lavoro, Report 2011):

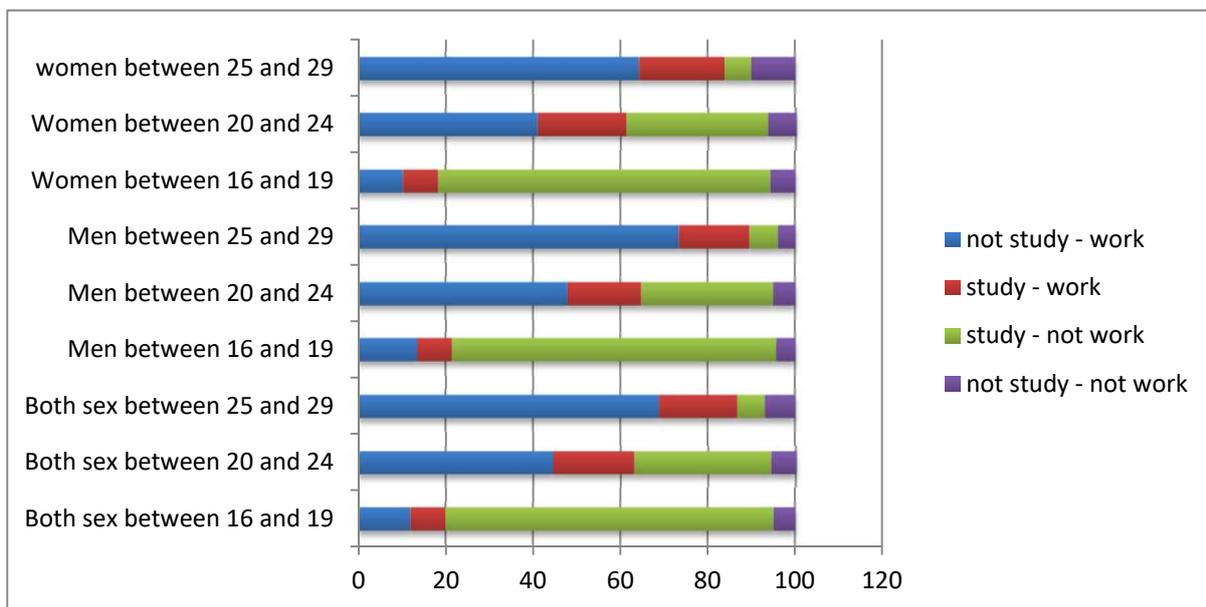
- **Early school leaving.** The rate of early school leavers and Neet rise/fall always together (they are positively correlated, for example in Southern Italy, the drop-out rate has always been high)
- **Transition from school to work.** In Italy it is slow and difficult, even for the lack of connection systems such as apprenticeship
- **Labor market.** The difficulty in finding employment is reflected in the number of inactive Neet because discouraged: 21.9% of the total in 2009. Added to this is the black work, positively correlated to the rate of Neet. On the side of public services for employment is the "mismatch" between supply and demand of labor, and on the young people side there is

- the difficulty of access caused by poverty or lack of resources (social, family, individual) to have a guidance
- **Family disadvantage.** Given the low social mobility in Italy, children of parents with low levels of education are more likely to become Neets
 - **Lack of support.** At a European level, the countries with the highest rates of Neets are also those where young people stay longer in the parental home, including Italy. In this regard, Italia Lavoro finds that a high percentage of inactive Neets don't seek a job for family reasons (26.9% according to Istat, 2009). But we must also recognize that it is the lack of support by the state welfare to promote the role of substitution by the family of origin.

In Italy the **NEET are a very different universe**: "*there are young people who have completed their compulsory school and work illegally, and is a phenomenon particularly important in the South, there are unmotivated, i.e. those who have stopped looking for a job after graduation because they failed to enter the market soon, and then there are the graduates who have acquired skills immediately proved obsolete for the needs of enterprises*". There are different profiles but all equally problematic; as also pointed out in the EU Eurofund research above reported (Il Sole 24 Ore, 20th April 2011; NNN report Regarding the **correlation between education and employment** the Neet place themselves in a very critical area, being the category with the lowest performance in terms of literacy skills (Isfol - PIAAC – 2013; NNN report). Particular attention must be paid to certain **disadvantaged groups** who are at risk of becoming NEET without a real "fault": the young people with mental or physical disabilities, for example, have 40% more chance of becoming NEET, and the percentage of probability to not get a diploma rises to 70% in Europe for the children of immigrants. (L'Espresso, July 5th, 2013; NNN report).

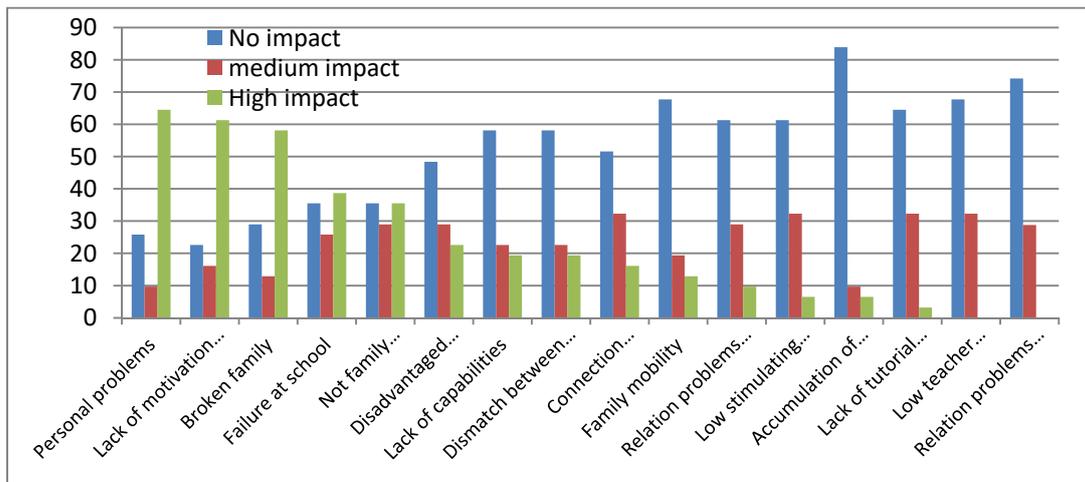
3.2.2 NEET in ES

In Spain in 2012 the around the 21% of youth where NEETs. The following graphs report the main statistics related to the drop out and NEET phenomena in Spain, distributing by age, sex, causes and so on.



As also assumed in the above general paragraph, in Spain interventions are not structural. During the years thus, youth are feeling demotivated. According to the Spanish in-field researches, the most impactful drop-out causes are mainly related to personal and familiar criticalities, as well as

the education of parents. Thus this phenomenon should be strictly linked to the ESL's prevention actions.



3.2.3 NEET in the other countries

NEET rate in **CZ** is low but It is also due to the statistical base underpinning the rate calculation, with special reference to the lack of drop-out/not in the school statistics.

In **UK** 16-18 NEET rate fell to 7.0% in October to December 2014, 0.6 percentage points lower than October to December 2013 and the lowest October to December figure since comparable data began in 2000.

The 19-24 NEET rate fell by 1.2 percentage points (to 15.9%) in the same period and the overall 16-24 rate fell by 1.0 percentage points (to 13.1%).

For both 16-18 and 19-24 year olds, this change was driven by a fall in the proportion of those not in education or training (NET) and a rise in the employment rate of the NET group.

The proportion of 16-18 year olds NET fell by 1.0 percentage points (to 13.0%) and was the lowest since comparable data began in 2000 and 12.1 percentage points lower than the highest point in 2001.

The 19-24 NET rate fell by 1.7 percentage points (to 56.9%) which was its lowest level since 2003. The overall 16-24 NET rate fell by 1.5 percentage points (to 43.0%).

Only around half of all NEETs are unemployed, meaning on unemployment benefits, or actively seeking work. That's still about half a million and the reason for this is because there are not enough jobs for people with low level skills and/or lacking in experience. In a highly competitive labour market the young will always suffer as they are forced to compete with older, more skilled workers.

Employing anyone comes with a risk attached. This is one of the costs of doing business. Employers have sought to push this cost onto the tax payer and unemployed people themselves by operating government backed 'try before you buy' style workfare schemes. It is not uncommon for young people to be expected to stack shelves in supermarkets for two months without pay. Employers are often heard to say that the latest generation of young people are so lazy they are virtually unemployable. Yet young people are working longer for less money than they have in decades.

3.3 Main conclusions and the SAVE relevant dimensions

Basing on the aim of the present document, thus identify the ESL and NEET influencing factors and the similarities among the project Countries, from the desk and in-field researches are followed

reported and summarized the evidences:

| | |
|------------------|---|
| <p>UK</p> | <p>Individual actions Need of personalized intervention as well as diversified among the different groups of NEET Need to better support the individual pathway for the school-work transition Lack of skills support – Great procedural support in starting-up business</p> <p>Systemic actions Systemic actions (in the education system as in the UK case) to reduce NEET Need to better engage between school and enterprise to offer valid opportunities to students and enterprises Adopt a multi-stakeholders and cross-sectoral approach Relevance of family in raising the ESL phenomenon and supporting the learners</p> |
| <p>IT</p> | <p>Individual actions Need of personalized intervention Promoting soft-skills to all levels Need to better support the individual pathway for the school-work transition Lack of motivation – Complex bureaucratic procedures to starting-up business and weak support from incubators Relevance to contemporarily focus on both trainer/operator and youth solution usability.</p> <p>Systemic actions Need to foster technology enhanced solutions, as long as they are “quick”, mostly usable and engaging for youths Need to better engage between school and enterprise to reduce skills mismatch and reinforce the orientation of learners Adopt a multi-stakeholders and cross-sectoral approach Relevance of active family in raising the ESL phenomenon and supporting the learners</p> |
| <p>ES</p> | <p>Individual action Learners should be motivated through different tools and methodologies Teachers need to get support/learn new approaches to deal with ESL learners</p> <p>Systemic action ESL person should receive more work opportunities Learners should be supported by the family</p> |
| <p>CZ</p> | <p>Individual action Learners should be motivated through different tools and methodologies Teachers need to get support/learn new approaches to deal with ESL learners</p> <p>Systemic action ESL person should receive more work opportunities Learners should be supported by the family (which strongly influence them in a negative way) Sharing good practice.</p> |

The analysis of the ESL and NEET phenomenon as emerging at EU level and as from country national statistics and evidences shared within the in-field activities carried on at each partner national level allows to draw some relevant conclusion supporting SAVE scenarios understanding in a twofold view:

- design of methodological frame and system and resources
- implementation (and valorisation) contexts.

An important dimension is the double impact between drop-out and NEET because the collapse in demand for labor has reduced the area of employment, leading many young people, mostly graduated, to take refuge in forms of work formally independent even though very often based on mono-commissioning_ (NNN, 2014).

As assumed by CEDEFOP (2015²⁸) post-crisis the 52% of people searching for a job had difficulties to find a job suitable with their skills and qualification. Moreover, the 31% of EU employees who made a transition from school to their first job had lower skills than needed when they started their job. Again, bad-quality jobs can undermine lifelong learning and thus the sustainable economic development, because one in five EU workers think it very likely that some of their skills will become outdated in the next five years.

The **need to prevent** those phenomena (and their potential reciprocal impact) by focusing:

- **Individual interventions**
 - o Motivation and engagement;
 - o Personalized actions;
- **Systemic intervention**
 - o School and VET guidance;
 - o Need to share experiences in a multi-stakeholders and cross-sectoral approach.

Evidences are being deepened in the following paragraph.

4 Focusing on ESL/NEET prevention drivers to build SAVE frame

Countries Partner belong to different ESL/NEET Clusters, with different factors to work on. As assumed above, there are aspects to be commonly stressed.

Single measures are not efficacy, thus a systemic view to foster the pathway from education to employment should be considered. Eurofound (2012) map 5 stages:

1. Preventing early school-leaving
2. Reintegrating early school-leavers
3. Supporting school-to-work transitions
4. Fostering employability of young people
5. Removing barriers and offering employer incentives.

For further details concerning the interventions for each stage please refer to Eurofound (2012), "NEETs - Young people not in employment, education or training: Characteristics, costs and policy responses in Europe".

4.1 LEARNING FROM LESSON LEARNTS

Biggest and urgent need related to the NEET phenomenon: conclusion from the NNN PROJECT

which can be met by the school system

- Take account of the new technologies that pervade every aspect of daily life, particularly among young people, for learning
- Guide students during high school
- Encourage school attendance by assigning book grants and scholarships grants
- Support the school-work with the constitutions of supporting networks involving various stakeholders (e.g. tables of coordination between schools, professional associations, chambers of commerce, institutions, etc.)

which can be met by public authorities

- Consider that this target group is heterogeneous and has a different level of preparation, awareness and enthusiasm
- Adopt an integrated approach between systems, including both the school (higher education) and that of VET, labor and social inclusion

²⁸ <http://www.cedefop.europa.eu/en/publications-and-resources/publications/3072>

- Use a range of tools aimed both at involving and at guidance/accompaniment and at encouraging the participation, even by paths not directly aimed at job
- Not to limit to the design of the instrument and to the issue of the related call, but play an active role in promoting the project, selection and accompanying people along all the path, checking and assessing the degree of ongoing pursuit of the objectives set
- Maximum use of multimedia technologies (platforms, social networks, web, TV, etc.) to involve the target

which can be met by VET system

- Imagine different paths for different "types" of existential conditions:
 - for young people less active or **inactive**, may be useful to activate the modality of laboratory (e.g. or musical or theatrical laboratory or of approach to jobs) and creative space, or narrative orientation (the exploration of narrative moments not just as accessible repertoire of meanings, but also as "gyms skills" that combine production and listening to a history to develop a meaning useful for their lives); this target coincides with the first two years of high school, so we could build a path to increase awareness and emergence of personality;
 - for young people **disoriented** (patterns of life and family environments poor of incentives and examples, with slower cognitive functioning, which takes time to understand, try, try again and get wrong) should be adopted a process of guided learning, a job placement accompanied, with duration to be customized as the contract of apprenticeship or paths based on the involvement of a pool of local businesses, tied in a protocol guided by a local authority,
 - for active young people should be advised self-employment in order to have a better chance of creating jobs or initiatives to involve them in the creation of networks, to provide them with free resources (both in terms of specific expertise, and for financing non repayable), spaces available for co-working , etc

- Promoting the achievement of professional qualifications with tools such as:
 - projects for the certification of basic skills for students out of the school paths
 - voucher for attending a postgraduate master's degree in Italy and abroad
 - financing of employment grants and costs of insurance and accident for apprenticeships

which can be met by Employment service

- Diversify the tools to solve the problem of the NEET from youth unemployment: the line of action of the path course-apprenticeship-support to work (in all its articulated and also innovative forms) must be completed with the most flexible and most challenging mobilization of the resources at the local level
- Diversify the paths according to the type of existential conditions of NEET, for example with orientation courses, apprenticeships or self-employment
- To promote self-employment, especially in sub-markets and little explored or having not yet expressed their full potential (see "creative enterprise")
- To strengthen the guidance systems for access to the labour market
- Enhancing the skills
- Decline guidance tools with multimedia technologies, such as web and tv channels

which can be met by Union

- Promote a culture of human rights and job protection from high school
- Participate in the initiatives of local networks that bring together the actors of the labor market

biggest and urgent needs of

- Get confidence and the ability to conceive of an independent path of life
- Participate in the adult world and society

- youth.* - Have at disposal the instruments and public systems for learning/training/job which can communicate with the youngs' languages and social approaches
- policy, projects and/or actions needed for contrasting and preventing the NEET phenomenon*
- Take advantage and exploit the potential of informal networks of youth aggregation even at the local level (circuit of festivals and musical groups, etc.)
 - Exploiting the potential of the network and social networks to promote forms of aggregation and sharing of interests

4.2 Distinguishing structural and contingent drivers

The evidences collected at each national country level by both desk and in-field have allowed to arise and share a very relevant aspect when dealing with the NEET phenomenon (and to the partially related ESL processes) although the differences among scenarios, needs and policies/resources; **the need of distinguishing structural and contingent drivers.**

NEET are driven by specific characteristics based on the cluster taken into consideration.

At least partial effectiveness of projects/policies addressing NEETs can be referred to their focus on:

- "contingent" solution such, for instance, the delivery of solely incentives for internships to solve
- "structural" problems, such as the weak role played by PES services in some countries (IT) or the structural dis-alignment between job demand and supply (in terms of competences and "languages") in all countries.

Among structural socio-economic factors, there is researched evidence showing the **relationship between economic disadvantage and educational achievement**. This is confirmed from the in-field researches of CZ and IT (with special reference to the first focus group realised).

Parental influence is also very important. Again, research shows that having a parent that has not who failed educationally is a significant barrier to a young person's educational aspiration and attainment. There is evidence that **parents from all economic backgrounds share high aspirations for their children's educational and employment success**. This aspect has been confirmed in the UK focus group and, with a wider but national representativeness, by a recent interesting study carried out by ISFOL (IT) on ESL gender and economic background differences.

What has emerged as NEET factor, as critical and new path, is that for many families, education has not played the role it should in the past and there is little faith in its ability to do so in the future (UK).

Aspirations may be high, but expectations are low. Low expectations are consequence of:

- not active behaviour
- not investing in education/skills (bringing to different ESL and ELET processes)
- communication and services

Four main points have emerged

- build and realise a vision for the youth labour market which recognises that the country's **NEET problem is structural and long-term**,
- pull **together resources and policy across the Government departments** that have an impact on the youth labour market. Enlarge the stakeholders involved in the decisional process, by target and professionalism

- Create a clear political line of **accountability** – giving a ministerial power and responsibility in order to make NEETs history.
- Guidance Services improvement

4.3 Building Common Evaluation and Policy frame

All the participants to the UK focus group and **interested in the SAVE project** were enthusiastic but frustrated because concerned that it would end up just being yet another well-meaning initiative that would not be connected/joined up with other measures that are in place. Also, it was asked how it would sit within the policy context of each country and the EU as a whole.

Would it really have impact? How would this be measured? What would be used as baseline data for the measurement of impact?

Research into a 'shared' approach to measuring impact and effectiveness – and a common understanding of what should be measured! This would make it easier for organisations to learn from each other, help them save on the cost of developing their own tools, and build the evidence base around what works.

There has been a broad range of interventions aimed in various different ways at tackling the issue of youth unemployment and NEETs. **The most striking finding is how poor evaluations of these interventions are when it comes to attempting to judge successful programs.** More needs to be done in this setting to ensure that we are able to identify which interventions are most effective in terms of outcomes and cost-effectiveness. As we move towards a system likely to be based on outcome-related funding, this becomes ever more important and programs will have to be designed with evaluation at the heart of all decisions.

5 Focusing on preventing NEET and ESL

5.1 Preventing NEET: addressing the risk factors of becoming NEET

There is a degree of inconsistency in **NEET common definition** and in the way the labour market for young people is discussed. While government definitions generally focus on youth unemployment rates, much academic research focuses on all those who are not in full time education, whether they are searching for work, and hence unemployed, or not. There is also a lack of clarity about whether those in part time education or training should be treated as NEET.

Moreover, to date, there has been relatively little work focused on **identifying those at risk of becoming NEET** and the evidence base on intervention programs that can make a difference. The scale of the current problem was examined, discussing the different definitions of youth unemployment and NEET that commonly arise and illustrating the group with the worst future trajectories.

Starting from the result of one UK in-field action (*Youth panel participation*) aimed at identify an agreed set of characteristics that can be measured at age 14 to help predict those most at risk of becoming a NEET statistic, here following the list as integrated from the other countries research evidences.

- The NEET group are from poorer socio-economic backgrounds and have worse General Certificate of Secondary Education (GCSE) attainment than all other groups.
- Even amongst those from affluent families, the incidence of NEET is high for those with poor GCSEs.

- The destination outcomes for NEETs one year later are consistently poor; around half of the unemployed or inactive remain so, and relatively few return to education, particularly for 17 and 18 year olds.
- Of the NEET group, those who move out of the category one year on have better qualifications and are from better socio-economic backgrounds than those who stay. GCSE attainment appears to be a stronger predictor of leaving the NEET category than socioeconomic background.
- There is a significant group of individuals with good qualifications and from more affluent family backgrounds that are NEET, particularly at 18, who return to education suggesting a group of young people are taking breaks in between education phases.
- The equivalent destinations for those in employment with training are also largely positive.
- Outcomes for the marginal groups (i.e. those in part time education or training or in employment without training) are found to be far more positive than for those in our NEET category.

5.2 Preventing NEET: intervention categories

We identified **six broad categories of interventions** into the prevention and treatment of the causes and symptoms of NEET; financial payments, vocational education and training, remedial classes, careers guidance and counselling, recovery training programmes and community programmes.

1. The *financial payments schemes* offer the most rigorous evaluations and therefore allow heavy weighting to their mostly positive results and state with relative confidence that programmes of financial payments tied to participation, attendance and performance are an effective way of improving educational outcomes.
 - a. The availability of rigorously analysed data is not as apparent for other interventions.
2. In the case of *vocational education and training*, developments are often too recent for thorough analysis, particularly of long term impacts.
3. The impact of *remedial classes* was poorly evaluated in many cases. The fact that these programs cater to students often with multiple social, behavioural and physiological problems, means that identifying and measuring outcomes for such varied pool of individuals can be difficult.
4. Evidence from schemes focused on *careers advice and counselling* faced significant problems and in general found weak and short-lived impacts where available.
5. The *recovery training programmes* evidence was more positive, finding improved educational achievement and the higher attainment of qualifications. It is, however, very expensive.
6. Some of the most innovative and engaging interventions in the review are those run by *community organisations*. Such organisations usually take a more holistic approach, trying numerous different initiatives to address the multidimensional causes of social problems in an area. The real effectiveness of these organisations is hard to gauge however since with just one exception, none of the examples included in this review have been evaluated.

5.3 Preventing NEET: focusing on aligning job and competences demand and supply

As reported by CEDEFOP (2015²⁹) EU countries may have a differential propensity to alternative forms of skill mismatch. **Skill mismatches may affect various population groups differently: the young may be more likely to be underskilled while the older suffer mostly from skill obsolescence.** There may also be different forms of skill mismatch across individuals belonging to the same group or cluster; some young individuals may be underskilled and others overskilled, even if they all have tertiary level education.

To this extend please refer to the EU initiative to support workers and enterprise learning pathways (see par. 3.2).

Also, the labour policies can foster the match of skills because the mobility and flexibility grant to move without any barriers, either for workers and enterprises, and to enable efficient allocation of productive human capital to its best use. Some Authors thus, assume that excessive flexible and dynamic labour markets can also be conducive to skill mismatch if it is associated with a significant loss of human capital, or with non-stable and short-term employment relationships that prompt job churning and turnover. For further details please refer to CEDEFOP (2015), "Skills, qualifications and jobs in the EU: the making of a perfect match?".

As reported in the UK in-field work, there is a growing view that employers are claiming the **young are lazy/unskilled/inexperienced** so that they can to pass some of their training costs on to the public purse via the education system. The **risk to concern the entire education system**, from primary schools to universities, based on the needs of business, not learning for its own sake. In fact, as stated in the IT FG, -once the youth have started the training course, there is **needed a shift from orientation to accompaniment actions.**

5.4 Fostering engagement and motivation

The increasing number of NEETs appears to have both a structural and a cyclical dimension. One of the main issues is the lack of ownership that exists in the current setting, with many NEETs, particularly for 16/17 year olds, having little or no contact with existing institutions as they do not qualify for any support. This creates a **serious risk of disconnection** and by the time they enter the formal benefit system, the damage may already be done.

The positive **reactions of youths** (although with an initial inertia/resistance behavior) is related to the perception and appreciation from the youth for a **dedicated individual moment.** The motivation, engagement and active participation are crucial elements to support an effective set up (and goal definition) of the internship/alternance.

Expectations emergence and sharing among youth and trainer as well as the self-evaluation dimension are surely the most important and, thus, impossible to don't consider, with special reference to **the enhancement of the trainer role and competence.**

5.5 Preventing NEET: focusing on guidance systems

From the IT FG, all participants agreed on the great relevance of

- fostering **the job/education system dialogue**, integration and transitions;
- improving and **reinforcing guidance services** also aimed at promoting the acquisition of soft skills, through self-awareness and self confidence based processes.

The importance of reinforcing the "work training" (UK), since many youths leave school at 16 without any work experience. The importance of fostering WBL and, especially, internship as a

²⁹ www.cedefop.europa.eu/files/3072_en.pdf

powerful tool of education/job transition (and integration) has been underline, even in countries/regions with low- but increasing levels of unemployment (IS/AT). Even in these cases, it has been defined as priority the valorization of the “VET” and “professional” dimension in the all educational levels and typologies, **fostering a smooth education/job transition** and lower youth unemployment (IS/AT).

The potential effectiveness of the Enhanced Technology Learning tools/methods are confirmed not only in terms of prevention of NEET/ESL but also in its management (trying to intercept the targets; the Youth guarantee has allowed to enlarge this area. Consistently, the “**system**” **actions/tools** to be undertaken also refer to;

- the realisation of orienting sessions within the **lower school levels/grades** and/or orienting session describing the potential job they might be involved;
- the need of promoting and supporting practices (and criticisms) **sharing and learning sessions for and among trainers;**
- define cross-disciplinary and **integrated training sessions and methodologies**, better supporting internship and iVET and job transitions and, most of all, fostering youths motivation and engagement.

6 Main conclusion on SAVE frame building

The evidence, findings and results, both at each country level and at a comparative one, are wide reaching, deepening understanding of the policy level actions, the differentiated ESL/NEET categories and their needs, as well as the various drivers for system/solution effectiveness - and their weaknesses. They are reported in the SAVE research overall output and in each of the SAVE Country Reports.

The following presents some of the main findings, specifically referring to the definition of the common base/ framework for designing and integrating SAVE system and resources as well as to set up its iterative design-development process and SAVE network building (supporting both SAVE validation and valorisation). It informs a common, but at the same time differentiated framework, so to allow a subsequent personalized implementation and valorisation in the final stage of the project (and after the project).

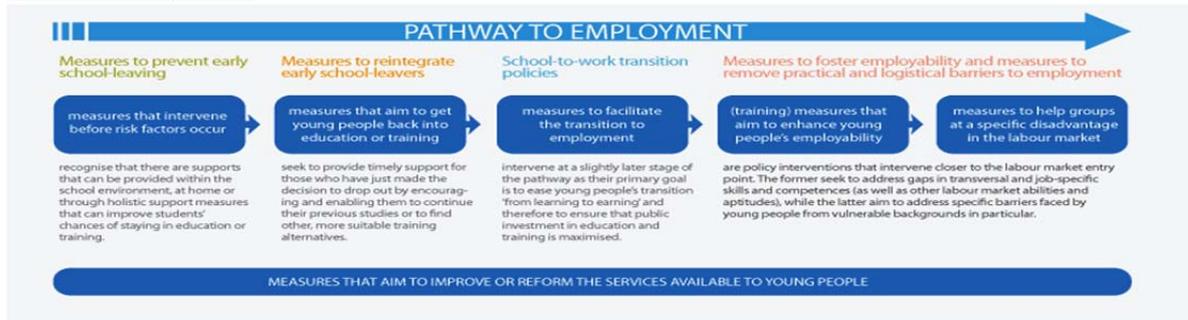
The comparative research has confirmed and further deepened our shared understanding that:

1. The NEET and ESL phenomena are very heterogeneous in terms of segments, drivers and causes but can be broadly clustered by individual, social, education and VET, and labour market systems. **Effective policies, projects and interventions** should address the diverse causes and at the same time employ a common approach that:
 - o Truly enhances the **multifactor and multidrivers** perspective, that also relates to the needs of building a stronger cooperation with a wide range of stakeholders; a common and more robust policy evaluation framework (in terms of both statistics and assessment framework), that is currently lacking;
 - o Distinguish **structural and contingent** drivers and interventions. Lesson learnt in many countries have highlighted, in fact, the weak results on reducing/preventing NEET/ESL utilising “contingent” resources (such us incentives of the youth guarantees) to deal with structural dimension (guidance system effectiveness, education & job market alignment).

This is also confirmed by the fact that the global economic crisis have not had the same impact on all countries and targets in terms of NEETS and ESL. “Misplacing” the policies

levels might even lead to the same “problem misplacing” (the problem are the NEETS themselves and not the causing drivers to be addressed).

- o Employ a “**process**” focus that valorise the impact on the overall “pathway to employment” (Eurofund, 2012), integrating the single measures (to prevent ES and/or to support school to work policies) and focus on the transversal need of improving the school, guidance and placement system.



2. Closely related to the first point, the **NEET and ESL phenomena are reciprocally reinforcing**, within a negative ‘double loop’ grounded on a progressive lowering of **expectations** of young people entering the labour market and the diminution of the incentives for take up studies. The fulfilment of a competitive and inclusive society requires (especially for those particularly disadvantages segments of society):

- joint efforts between the labour market system and the educational one (and the transitions among them). This scenario calls not only for a definition of socio-economical contingent interventions but also for structurally effective industrial and economics reforms and actions; and, last but not least, of a radical intervention to the educational system, aimed at support a better and sustainable fine tuning with the job market need;
- reinforcement of the “personal” dimensions in terms of both active and empowered engagement of the targets and of higher degree of personalization of the guidance, training and placement systems, models and services. It calls, consequently, for improved capability of the school, iVET and VET system to engage and retain young people, valorise their key competences, personalize the learning processes (and the school-job alternance).



These considerations have, in turn, allowed the consortium to deepen the three main SAVE-relevant dimensions to be addressed:

- The **central role of the guidance and orienting systems, methodologies and practices** in order to both prevent NEET/ESL and deal with most vulnerable targets;
- The reinforcement of students **motivation and engagement**, cornerstone of true and sustainable personal development and employability processes **based on self-evaluation and awareness grounding the personal realization process**;

- The relevance of **transversal competences** both for improving youth employability and for supporting and active, participative personal development processes;



Self-assured



Resilient



Informed



Self-aware



Receptive



Driven

- The importance to **enhance active and innovative methodologies** as well as to promote the **school/job alternance**;
- The **potential of the technology enhanced solutions**, as long as they are “quick”, mostly usable and engaging for youths (developed with languages and navigation consistent with their technology acceptance/approach);
- The focus on the overall **system (approach, role and competences) improvement** and on **training and supporting trainers** according to the new frameworks/models/tools and, more generally, on implementing effective reflective and personalised solutions, models and systems (and redefining/adapting them according the different targets).

This last dimension, in particular, leads us back to the starting point: the need of contemporarily address the three level: **the system, professionals and youths**.

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8 Annexes

Annexed to IO1 Comparative Research are:

- **SAVE_IO1_Operative Plan and Methodological resources** - research plan and frame, its main goals and scope and the supporting resources
- **SAVE_IO1_Country reports** - a comprehensive view of the evidences collected and activities carried out at each country level

For more information, visit the project website (www.saveproject.it) and/or contact the Project Coordinator at CIOFS FP (info@ciofs-fp.org).



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