



# Best Practices Guide

English version



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## Introduction

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To study and make visible the "best teaching practices" is one of the main commitments of educational research (Shulman, 1986). Several international organizations have adopted this point of view to define their strategies in the field of education: UNESCO, BIE (Bureau International d'Education)... The underlying principle is that exchanging experiences and sharing knowledge is at the basis of building more solid educational pathways and policies.

The three countries participating in this EU funded project have contributed with initiatives that have been implemented in their own national contexts. Our approach is that by spreading them other institutions can benefit.

Almost all practices included in this guide that come from Austria or Sweden, have been operated by education authorities, while in Spain the initiative, in many cases, comes from teachers. The best practice approach puts us therefore halfway between the conventional regulatory approach and a more situational one. The former refers to the enforcement of existing rules, standards or protocols established in advance, whereas the latter is more concerned to the way some professionals reinterpret the doctrine or rebuild methodologies with a particular component of their own.

On the other hand, good practices can occur at any educational level and set up a variety of implementation ways depending on the people participating, the affected subjects/areas or the context. There may be good institutional practices in which the entire institution is involved because these actions are integrated within the pastoral of the educational institution. Other good practices can be applied at a smaller scale and affect specific sectors within the institutional activity, individual teachers, departments, etc. The capacity and impact of some other good practices is very uneven.

We can define a taxonomy to group the different practices according to the field in which it is implemented:

- Academic: teachers are the key players involved.
- Families: the educational community, including families, plays an active role in the action.
- Educational authorities. The practice originates in a program or initiative taken by the educational authority in office.

- Schools. The school management board orientates the whole implementation process, since it is part of the school's pastoral with which the centre wants to be identified.
- Students. The main stakeholders to promote and enhance the program are the students.
- Teachers. Teachers set about taking some kind of action that can improve their teaching practice.

## Selection criteria

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Some criteria that we have taken into consideration for the selection of best practices in general education centres are:

- **Innovation:** original actions in relation to conventional models in a given context.
- **Improvement:** performances that include some kind of improvement (with regard to resources, spaces, schedules, forms of work, modes of relationship, etc.).
- **Scientific research:** actions with a strong scientific basis (psychological, neurological, educational, etc.).
- **Recognized Processes:** actions or recognized operational strategies whose effectiveness has been demonstrated; for example, teaching methodologies, learning techniques, etc.
- **Evaluation:** institutions or initiatives that have attained renowned acknowledgement.
- **Satisfaction:** institutions or initiatives that have demonstrated to be satisfactory for the educational authorities, professionals, parents or other stakeholders involved.
- **Social impact:** actions which have had a relevant impact in their contexts.

## Analysis

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Different issues have been considered to analyse and select this set of "best practices". We can mention the following:

- **Context** in which the study or experience was implemented: social, cultural, economic, institutional, etc.
- **Substantiation** of the proposal and, if necessary, how the action is justified in the documents that legitimize it.
- **Evolution** of the experience: starting point and first steps (including supportive and/or hindering dynamics); development process and phases; changes and improvements that occurred; individuals or groups that participated or that were against it, resources employed, etc.
- **Current status** of the initiative. Activities developed. Materials created. Comparison between the beginning and the current situation.
- **Impact** of the initiative and outstanding results: what things have improved, evidences.
- **Assessment**: benefits obtained by participants in the experience.
- **Transferability** to other situations.

## Taxonomy

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All the examples and practices included in this catalogue can be classified in different ways. We have decided to adopt a twofold classification, so that it can adapt to the necessities of the institutions, end-users or stakeholders that want to make use of our material.

From a **close-up perspective**, we can say that the here included practices focus on different and miscellaneous issues, all of which concern the general education system at some level or other (primary, lower-secondary, upper-secondary, vocational training, etc.).

Following a **broader point of view**, we have established three main categories, according to the stage in which the students are (from an ESL perspective) and the type of approach that has to be adopted (i.e. how the situation has to be tackled).

Following the close-up perspective, our practices deal with multiple topics, among which we can mention the following:

1. Increasing the flexibility and permeability of educational pathways.
  - *Second Chance School*
  - *Information, counselling and orientation for education and career*

- *Career training guarantee*
- *School Truancy Officer*

## 2. Improving the quality of the Education System.

- *QIBB*
- *In-service training, continuous professional development & collaborative learning*

## 3. Encouraging educational and vocational guidance.

- *IMYRK*
- *IMIND*
- *Individualisation Ybbs*

## 4. Educational support plans.

- *PROA*
- *Individual Study Support*
- *Transitional classes at upper-secondary schools*
- *Plug in*
- *IMPRE – Preparatory program*
- *PRIV (IMPRO) – Program directed to individual choice*
- *#METOO*
- *Stop Dropout*
- *Youth-coaching*
- *Action plan against compulsory education infraction*
- *Talk to me*
- *Transition from compulsory school to upper secondary school*
- *Snakefeet*

## 5. Avoiding socio-economic segregation in schools.

- *ARENA for socio-educational change*
- *10th year of studies at compulsory school level*
- *IMSPR - Program for linguistic introduction*
- *Learning to catch on*



6. Learning strategies: Teaching among equals / Learning communities.

- *Peer learning*
- *Learning communities*
- *Learning from senior students*
- *Adding together*
- *AC/CA Program (Cooperating to learn/Learning to cooperate)*
- *Intercultural Mentoring for Schools*

7. Providing guidance to families.

- *Cooperation agreement for parents*
- *Every Kid in School*
- *School Information SMS (SCHUL.InfoSMS)*

8. Creating positive and/or innovative learning environments.

- *ProxectoTERRA*
- *Responsible Education*
- *Discover your talent*
- *Learning and service*
- *Cultural olympics “Knowledge is rewarded”*
- *Relaxing and concentrating routines*
- *Learning Coffee Houses*
- *Life Kinetik*

9. Improving integration and coexistence.

- *White Feather*
- *Agreement culture*
- *AVEO (Austrian Violence Evaluation Online Tool)*
- *Because we are equal you are equal*
- *Walls that eliminate borders*
- *Break-Peers*
- *Basic education for youth and young adults*
- *Mommy studies German*

10. Fostering entrepreneurship.

- *The seeds of the future*

- *The food company*
- *Entrepreneurial initiatives workshop*
- *Enterprising: mini-entrepreneuring*
- *Junior Achievement Sweden (Entrepreneurial learning)*

From a **broader point of view** an alternative classification can be established according to the type of approach the different practices aim at. Following this second taxonomy we can identify three different approaches:

1. **Compensation:** practices that aim at compensating for some kind of deficit or weakness.
2. **Intervention:** practices that focus on those stakeholders that present some kind of inability and some kind of help needs to be provided.
3. **Prevention:** routines or strategies to be applied in order to prevent a foreseeable case of school leaving.

Following this categorization, the reader can follow and identify the given practices with the help of the following table:

PRACTICE	COMPENSATION	INTERVENTION	PREVENTION
Information, counselling and orientation for education and career			X
Talk to me			X
Adding together		X	
Every Kid in School		X	
Transition from compulsory school to upper secondary school		X	
Learning from senior students			X
School Information SMS		X	
Intercultural Mentoring for Schools			X
Relaxing and concentrating routines			X
Discover your Talent		X	
Arena for Socio-Educational Change			X

PRACTICE	COMPENSATION	INTERVENTION	PREVENTION
10 <sup>th</sup> year of studies at compulsory school level	X		
Snakefeet		X	
Individualisation Ybbs		X	
Because we are equal you are equal			X
Walls that eliminate borders			X
Cooperation agreement for parents		X	
Peer learning		X	
IMPRE - Preparatory Program	X		
PRIV (IMPRO) - Program Directed to Individual Choice	X		
Mommy studies German	X		
Career training guarantee	X		
PROA		X	
Learning communities			X
IMYRK - Program for Vocational Introduction	X		
IMIND - Individual Program	X		
Individual Study Support		X	
Basic education for youth and young adults	X		
AC/CA Program			X
Learning and Service		X	
IMSPR - Program for linguistic introduction	X		
Youth-coaching		X	
Agreement Culture			X
Second Chance School	X		
Transitional classes at upper-secondary schools		X	
Learning to catch on			X
Entrepreneurial initiatives workshop		X	
The food company		X	
Plug in		X	
#METOO		X	
Learning Coffee Houses			X
Life Kinetic			X
Cultural Olympics “Knowledge has a reward”		X	
Enterprising: mini-entrepreneurship			
The Seeds of the Future (Entrepreneurial Learning)			X

PRACTICE	COMPENSATION	INTERVENTION	PREVENTION
Junior Achievement Sweden (Entrepreneurial Learning)			X
School Truancy Officer		X	
Responsible Education Program (Emotional Learning)			X
ProxectoTERRA		X	
In-Service training, continuous professional development and collaborative learning	X		
White Feather			X
Stop Dropout			X
QIBB			X
Break-Peers		X	
AVEO (Austrian Violence Evaluation Online Tool)			X
Action plan against compulsory education infraction		X	

## List of best practices

Below we include the list of best practices that are or have been implemented in the context of the participating organizations and which have proved to be successful against ESL.

**Information, counselling and orientation for education and career**

Title:	Information, Counselling and Orientation for Education and Career (Information, Beratung und Orientierung für Bildung und Beruf – IBOBB)		
LEVEL OF EDUCATION	primary, lower secondary, upper-secondary		
Number of students	all students in Austria	Number of sessions (60')	-
Ages	6 – 19	Organization	whole class
Materials	<a href="https://www.bmbf.gv.at/schulen/unterricht/ba/gb/mat_bmukk.html">https://www.bmbf.gv.at/schulen/unterricht/ba/gb/mat_bmukk.html</a> <a href="https://www.schule.at/portale/berufsorientierung-ibobb">https://www.schule.at/portale/berufsorientierung-ibobb</a>		
Aims	Individuals should acquire reflective and decision-making competences in order to be able to choose an appropriate education and training path. <sup>1</sup>		
Contact School/person	<a href="https://www.bmbf.gv.at/schulen/bo/index1.html">https://www.bmbf.gv.at/schulen/bo/index1.html</a>		

**DESCRIPTION / PROCEDURE:**

The legal basis for IBOBB is formed by the assignment to prepare pupils for the working life described in § 2 (1) of the Schulorganisationsgesetz (SchOG) (law for school organisation). IBOBB is an extensive concept, which contains various procedures and can be implemented in different manners. It is based on three pillars: information, counselling and orientation. Information is meant to transfer knowledge; counselling helps to clarify the topic of choosing a career path and develop individual goals, and orientation means to elaborate and reflect one's chances and possibilities in order to make a decision. Next to personality development, gender sensitive career orientation plays a central role. Using gender sensitive language in class is highly recommended, so is working with books that show different types of families. Furthermore, it is advisable to make use of after school activities that are specifically targeted at boys or girls as well as including non-stereotypical role models into the process.<sup>2</sup>

Additionally, experts like school psychologists or youth coaches should be consulted if necessary. Parents or legal guardians are also very important at this stage, as much as practical experience in the manner of internships or guided tours in companies. Another important aspect is the responsiveness to the individual situation of every young adult and the documentation of their professional orientation processes.<sup>3</sup>

<sup>1</sup> see BMBF (2016): ibobb. Grundprinzipien. Bundesministerium für Bildung und Frauen. Available online at <https://www.bmbf.gv.at/schulen/bo/grund/index.html>, retrieved 31.03.2016.

<sup>2</sup> see ibid.

<sup>3</sup> see BMBF (2015): ibobb. Umsetzung. Bundesministerium für Bildung und Frauen. Available online at <https://www.bmbf.gv.at/schulen/bo/umsetzung/index.html>, retrieved 31.03.2016.

## Talk to me

Title:	"Talk to me" – early language support („Sprich mit mir“ - Sprachförderung im Kindergarten)		
LEVEL OF EDUCATION	pre-primary		
Number of students	all children in Austria between 3 and 6 years old	Number of sessions (60')	depending on the language support measures set
Ages	3 – 6	Organization	individual
Materials	<a href="http://www.sprich-mit-mir.at/pages/eltern/downloads/">http://www.sprich-mit-mir.at/pages/eltern/downloads/</a>		
Aims	Early language support aims at facilitating the transition from early childhood education to primary school, as well as ensuring a language competence appropriate to the age. <sup>4</sup>		
Contact School/person	<a href="http://www.sprich-mit-mir.at">http://www.sprich-mit-mir.at</a>		

### DESCRIPTION / PROCEDURE:

Language development is set as a task of childcare in the interregional *BildungsRahmenPlan* (framework plan for education) for elementary educational facilities in Austria. The need of language support for children is diagnosed at least 15 months before school entry by trained educators.<sup>5</sup> Therefore, standardised methods are used: For one the *Beobachtungsbogen zur Erfassung der Sprachkompetenz in Deutsch von Kindern mit Deutsch als Erstsprache (BESK)* (observation form to define the linguistical capacity of children with German as their first language) and the *Beobachtungsbogen zur Erfassung der Sprachkompetenz in Deutsch von Kindern mit Deutsch als Zweitsprache (BESK-DaZ)* (observation form to define the linguistic capacity of children with German as their second language). Based on these evaluations, individual language support actions will be deducted to improve the children's German knowledge.<sup>6</sup> The federal states are responsible for implementing these supportive offerings, which is why the methods to support language acquisition vary within Austria.<sup>7</sup>

<sup>4</sup> see BMBF (n.d.): Sprachförderung im Kindergarten. Ziele. Bundesministerium für Bildung und Frauen. Available online at <http://www.sprich-mit-mir.at/pages/eltern/sprachfoerderung/ziele/>, retrieved 05.04.2016.

<sup>5</sup> see *ibid.*

<sup>6</sup> see BMBF (n.d.): Sprachstandsfeststellung. Ziele. Bundesministerium für Bildung und Frauen. Available online at <http://www.sprich-mit-mir.at/pages/eltern/sprachstandsfeststellung/zielesprachstandsfeststellung/>, retrieved 31.03.2016.

<sup>7</sup> see BMBF (n.d.): Sprachförderung im Kindergarten. Ziele. Bundesministerium für Bildung und Frauen. Available online at <http://www.sprich-mit-mir.at/pages/eltern/sprachfoerderung/ziele/>, retrieved 05.04.2016.

**COMMENTS / SUGGESTIONS:**

According to Stanzel-Tischler (2011)<sup>8</sup> the implementation of language support measures increases the importance of language support perceived by kindergarten educators and teachers. Furthermore, 42 % of the interviewed persons indicated that early language support facilitates the transition from kindergarten to primary school for children.

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<sup>8</sup> see Stanzel-Tischler, Elisabeth (2011): Frühe sprachliche Förderung im Kindergarten. Begleitende Evaluation. Executive Summary zu den BIFIE-Reports 1 & 2/2009, 5/2010 und 8/2011. Bundesinstitut für Bildungsforschung, Innovation & Entwicklung des österreichischen Schulwesens. Graz: Leykam. Available online at [https://www.bifie.at/system/files/dl/fspf\\_executive-summary\\_2012-02-01.pdf](https://www.bifie.at/system/files/dl/fspf_executive-summary_2012-02-01.pdf), retrieved 08.04.2016.

## Adding together

Title:	Adding together		
LEVEL OF EDUCATION	primary, lower secondary, upper secondary, secondary non tertiary		
Number of students	3 to 6	Number of sessions (60')	2 per week
Ages	8-18	Organization	Small groups
Materials	Regular schoolwork material: books, notebooks, computers...		
Aims	Perform weekly peer tutoring sessions		
Contact School/person			

### DESCRIPTION / PROCEDURE:

The objective is to make two weekly meetings between peer classmates to carry out reinforcement on academic issues that have arisen in the classroom, so that they can be solved within the group (if possible) or collected to bring up in class:

1. Each student previously looks for a task or exercise related to the topic set and presents it to the group. In addition, each student prepares the resolution of the task, so that he/she can be helpful if the rest of the group is not able to solve it. If a student is unable to solve the task that he/she has sought, they will ask the teacher in class.
2. Presentation of tasks to the group. Each student gives a task to a partner and takes another one from him/her to solve.
3. A time is granted to work on the assignment.
4. The student in charge of solving each task shows and explains the process to the group.
5. The student who designed the task monitors the explanation of his companion, he/she points out, corroborates information, broadens knowledge, comments on particular details...
6. The process is repeated with each of the tasks that have been set for the session.
7. Finally each student performs a synthesis to assess what they have learned in the session through a little diagram, mind map, etc.
8. Sharing of individual syntheses.
9. If the group cannot solve the task, they will take it to class and ask the teacher.
10. The next session is set: day, time, place, topic...



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**COMMENTS / SUGGESTIONS:**

It is important that the student performs a process of reflection on the job assignment that they have to look for, so that he/she can consider why that task is relevant within the topic being dealt with by the group or why it is important for a later development of classroom work.

Some errors may occur in solving the tasks though this is something positive, because the students must learn from their own mistakes.

In school education it is highly recommendable to develop peer learning processes in order to attain a greater and more lasting learning impact. It is desirable to develop the competence of learning to learn through autonomous tasks.

The sessions may focus on a topic of a specific area (subject) or on a topic of thematic related areas. It would be advisable that the group members mingle with other groups to try different topics, and promote the formation of diverse groups.

### *Every Kid in School*

Title:	Every Kid in School		
LEVEL OF EDUCATION	Primary, lower secondary		
Number of students	National wide	Number of sessions (60')	-
Ages	7-16	Organization	individual
Materials			
Aims	Examine the factors that cause non-justified absenteeism, provide adequate support to the pupils and their families and create optimal conditions to facilitate their returning to school.		
Contact School/person			

#### **BACKGROUND INFORMATION**

In 2012 a digital system (Dexter) for reporting of absenteeism was installed in Swedish schools. Teachers today are obliged to report all forms of absenteeism in every class. Non-justified absenteeism is automatically reported to the custodian by text messages informing that the pupil is absent.

To come to terms with alarming figures of absenteeism a project financed by the Department of Education and the Social Services started in 2012, the aim being to examine the factors that caused non-justified absenteeism, provide adequate support to the pupils and their families and create optimal conditions to facilitate their returning to school. The project actions were undertaken in cooperation with the welfare teams of the schools, social welfare officers, psychiatric teams of the municipality and contact persons in every school.

Today the project has become an integral part of the support measures offered to pupils of compulsory school that have been identified being at risk of early school leaving. It is coordinated at central level and involves the counselling team of the department of education, pupil welfare teams of the schools, the social services and social pedagogues. This initiative is partly funded by the Department of Education, partly by the Social Services of the municipality.

#### **DESCRIPTION / PROCEDURE:**

To begin with, a comprehensive analysis and mapping of the classroom situation, the social spheres of the pupil and the home circumstances are undertaken, the aim being to provide adequate support to the teaching staff, the pupil and his/hers family.

The family is then offered counseling together with the pupil welfare team and the social services of the municipality as a mean of empowering the parents in their parental role.

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The contact person that is appointed for each pupil, plays a decisive motivating role and creates a trustworthy relation, functions as role model that facilitate social and educational integration within the class and the near environment, and supports educational achievements.

The experiences from “Every Kid in School” shows that the causes of absenteeism are many and complex. Therefore, each child’s situation needs to be explored thoroughly and individually treated. In addition it is of big importance to include the child’s own experience in the analysis.

*Transition from compulsory school to upper secondary school*

Title:	Transition from compulsory school to upper secondary school and the commitment of the receiving school		
LEVEL OF EDUCATION	lower secondary, upper-secondary		
Number of students		Number of sessions (60')	Undefined
Ages	7-16 years	Organization	Undefined
Materials			
Aims	Examine the factors that caused non-justified absenteeism, provide adequate support to the pupils and their families and create optimal conditions to facilitate their returning to school.		
Contact School/person			

**DESCRIPTION / PROCEDURE:**

During the spring semester in 9<sup>th</sup> grade, a mapping of needs of low achieving pupils is initiated in all compulsory schools and information meetings are held together with the representatives of the department of education, principals of compulsory schools, welfare officers, special needs education teachers and counsellors. If needed, the psychiatric teams of the municipality will also be involved.

The process consists of an estimative of the difficulties that the pupil may encounter when initiating his/her preparatory or national program at upper secondary level and the kind of support the pupil may need in order to cope with formal educational demands. It constitutes a warranty for the pupil and his/her family that identified needs will be provided for by the receiving school. It also facilitates the reception of pupils with documented needs at upper secondary school level.

A pupil centered approach is adopted where the organizational structures of the schools, the learning environment and the attitudes of staff are important components to create trustworthy relations pupil/teaching staff, increase motivation for further studies and find feasible paths that may lead to educational and social improvements. The process requires a meticulous follow-up of pupils' achievements and a continuous plan for development of staff competences in the fields of pupil care and welfare.

At the beginning of year 1 in upper secondary school, a process of evaluation takes place in order to ascertain that the needs of the pupils are being met at upper secondary school level.

The structure of the process of transition:

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Implementation:	The school principal is responsible for the implementation of the process of transition from compulsory school to upper secondary.
Coordinator:	The counsellor/career guidance officer of the department of education or the counsellor of the compulsory school the pupil has attended.
Estimative:	The pedagogical team involved in the educational path of the pupil and whenever necessary the psycho-social support team of the school and/or the psychiatric teams of the municipality.
Reception:	The counsellor at the upper secondary school to which the pupil is admitted and SNE teachers.
Decision on SNE:	The final decision regarding provisions in special needs education is taken by the principal of the receiving school.

### *Learning from senior students*

Title:	Learning from senior students		
LEVEL OF EDUCATION	primary, lower secondary, upper-secondary, post-secondary non-tertiary		
Number of students	3 a 6	Number of sessions (60')	2 per month
Ages	6 – 18	Organization	groups
Materials	Regular schoolwork material: books, notebooks, computers...		
Aims	Perform reinforcement tutoring sessions among students of different levels.		
Contact School/person			

#### **DESCRIPTION / PROCEDURE:**

The goal is to hold two monthly classes between groups of students of different levels, for example, students in grade 8 help grade 7 students, or those in grade 11 help the ones in grade 10. This activity is about getting higher level students to design a didactic unit for lower level students in exchange for a bonus in their own evaluation, if the conditions are met.

#### Steps:

1. Two teachers from the same area agree to conduct a joint class with students of different levels, preferably with one or two levels of difference at the most. The teacher of the higher level class sets the topic that students will have to prepare for the lower level class.
2. In the higher level class groups of 2-3 students are formed. Each group draws up its agenda to prepare activities: explanations, presentations, exercises... They can organize themselves to work during non-teaching school hours or after school.
3. The appointed day the two classes meet and groups are formed: each higher level group works with a group of lower level students. It would be recommendable that the total number of students working together does not exceed 5 or 6.
4. Higher level students will play the role of teachers and they will have to explain the topic in question to their fellow lower level ones.
5. Teachers will monitor the overall process.
6. The lower level students must carry out the proposed tasks.
7. The lower level students will have to show and exemplify what they have learned.
8. Sharing stage: all students share what they learned, positive aspects, etc.

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**COMMENTS / SUGGESTIONS:**

For higher level students this activity will be a reinforcement one about issues they have already seen. It also represents a cognitive challenge and a process of reflection, not only because they will have to understand what other colleagues explain, but they will also have to consider how to transfer their knowledge to others and in the most appropriate way.

For lower level students, this activity is a stimulus, because it will be a peer who will be in charge of explaining, correcting, etc., using a more familiar language.

It is important for higher level students to carry out a process of reflection on the proposed task, so that they can acknowledge why that task is relevant and what methodology is the best one to use in the given context.

It is important to develop peer learning processes so that the learning impact can be greater and more lasting.

### School Information SMS (SCHUL.InfoSMS)

Title:	School Information SMS (SCHUL.InfoSMS)		
LEVEL OF EDUCATION	primary, lower secondary, upper-secondary, post-secondary non-tertiary		
Number of students	-	Number of sessions (60')	-
Ages	from the age of 6	Organization	depending on the message's content: whole school, whole class, individual
Materials	-		
Aims	The objectives are to improve the communication with students, parents, teachers and training companies (in case of an apprenticeship), to increase the involvement of parents in school operations and to overcome language barriers. <sup>9</sup>		
Contact School/person	<a href="https://www.infosms.org">https://www.infosms.org</a>		

#### DESCRIPTION / PROCEDURE:

The application *InfoSMS* has been developed at the *HTL Rennweg* in Vienna and is available to other institutions for a small membership fee. This service can be used to inform students, parents, teachers and institutions about absence, grades, substitute lessons or other important appointments. In addition to short messages, e-mails with numerous text templates, which are available in various languages, may be used. Advantages are time savings opposed to telephone calls and parent communication logs as well as a very good accessibility of the target groups.<sup>10</sup>

#### COMMENTS / SUGGESTIONS:

Evaluations from the *SchulleiterInnen-Service Tirol* (headmaster Service Tyrol) in 2013 and 2014 show that the tool *SCHUL.InfoSMS* was primarily used to communicate general information regarding the school, the total number of missed lessons or personal information about students, for example their participation during lessons. The feedback from parents and students for both years was mostly positive.<sup>11</sup>

<sup>9</sup> see Verein SCHUL.InfoSMS (2011): SCHUL.InfoSMS. Über InfoSMS. Available online at [https://www.infosms.org/init/plugin\\_wiki/page/infosms-mission](https://www.infosms.org/init/plugin_wiki/page/infosms-mission), retrieved 04.04.2016.

<sup>10</sup> see *ibid.*

<sup>11</sup> see Schett, Alois (2013): Evaluationsbericht Pilotprojekt SCHUL.Info.SMS. Einfache und schnelle Kommunikation mit Eltern. SchulleiterInnen-Service. Available online at <http://sls.tsn.at/sites/sls.tsn.at/files/field/attachment/Evaluationsbericht->



## Intercultural Mentoring for Schools

Title:	Intercultural Mentoring for Schools (Interkulturelles Mentoring für Schulen)		
LEVEL OF EDUCATION	primary, lower-secondary		
Number of students	-	Number of sessions (60')	-
Ages	6 – 14	Organization	individual
Materials	-		
Aims	Youth with migrant background should develop competences to progress in school and develop their personalities. <sup>12</sup>		
Contact School/person	<a href="http://www.univie.ac.at/alumni.ksa/images/text-documents/projektberichte/2015-01_ik-mentoring_folder_DE.pdf">http://www.univie.ac.at/alumni.ksa/images/text-documents/projektberichte/2015-01_ik-mentoring_folder_DE.pdf</a>		

### DESCRIPTION / PROCEDURE:

In this project, university students with a similar cultural background to the pupils' are trained as mentors to work in primary and middle schools in Sankt Pölten and Vienna. The idea is for the students to be role models for the children or young people, report their own experiences and provide counselling in both private and school matters. In addition, they facilitate the communication with parents and act as a contact person for teachers, for example to provide information about intercultural learning methods.<sup>13</sup>

To prepare the mentors for their function, meetings are scheduled regularly to exchange and reflect on experiences. The University of Vienna also provides an internal communication platform and the mentors receive materials for documentation. Furthermore, intercultural mentoring is linked with universities and institutions, for example *Elterncafés*, centres for linguistic support or various other mentoring projects.<sup>14</sup>

Pilotprojekt-InfoSMS-Juni13.pdf, retrieved 05.04.2016.; Schett, Alois (2014): Evaluationsbericht Pilotprojekt SCHUL.Info.SMS. Einfache und schnelle Kommunikation mit Eltern. SchulleiterInnen-Service. Available online at <http://sls.tsn.at/sites/sls.tsn.at/files/field/attachment/Evaluationsbericht-InfoSMS-Juli2014.pdf>, retrieved 05.04.2016.

<sup>12</sup> see Alumni.ksa (2015): Interkulturelles Mentoring für Schulen. Verein der Absolventinnen und Absolventen der Kultur- und Sozialanthropologie der Universität Wien. Available online at [http://www.univie.ac.at/alumni.ksa/images/text-documents/projektberichte/2015-01\\_ik-mentoring\\_folder\\_DE.pdf](http://www.univie.ac.at/alumni.ksa/images/text-documents/projektberichte/2015-01_ik-mentoring_folder_DE.pdf), retrieved 03.04.2016.

<sup>13</sup> see *ibid.*

<sup>14</sup> see BINDER, SUSANNE; PARVANONVA, DAYANA; KUGLER, ILIJA; WEIDERBAUER, LENA (2016): INTERKULTURELLES MENTORING FÜR SCHULEN. ENDBERICHT. JÄNNER BIS DEZEMBER 2015. VEREIN DER ABSOLVENTINNEN UND ABSOLVENTEN DER KULTUR- UND SOZIALANTHROPOLOGIE DER UNIVERSITÄT WIEN. WIEN. AVAILABLE ONLINE AT [HTTP://WWW.UNIVIE.AC.AT/ALUMNI.KSA/IMAGES/TEXT-DOCUMENTS/PROJEKTBERICHTE/2015-12\\_ik-mentoring\\_endbericht\\_web.pdf](http://www.univie.ac.at/alumni.ksa/images/text-documents/projektberichte/2015-12_ik-mentoring_endbericht_web.pdf), RETRIEVED 03.04.2016.333

### Relaxing and concentrating routines

Title:	Relaxing and concentrating routines		
LEVEL OF EDUCATION	Lower-secondary		
Number of students	Whole class	Number of sessions (60')	Five minutes before starting lessons
Ages	12-14	Organization	Whole class
Materials	Basic sound equipment		
Aims	Provide a relaxing environment and, at the same time, encourage concentration for students to start lessons at the best conditions as possible.		
Contact School/person	<a href="http://www.edu.xunta.es/centros/cpicastroverde/taxonomy/term/197">http://www.edu.xunta.es/centros/cpicastroverde/taxonomy/term/197</a>		

#### **DESCRIPTION / PROCEDURE:**

This proposal consists of performing a series of routines based on yoga and mental relaxation at the beginning of each lesson. Routine starts with breath control exercises, followed by a variety of other exercises, all aiming at promoting favourable conditions for learning, refresh the attention span and foster concentration.

#### **COMMENTS / SUGGESTIONS:**

Putting into practice this experience has generated very encouraging results among students and they show a more favourable attitude towards certain academic subjects. This practice was highly appreciated in the classes where they have been implemented. Participant teachers have been specifically trained to design and perform the routines.

**Discover your Talent**

Title:	Discover your Talent		
LEVEL OF EDUCATION	Primary Education, Secondary Education, Upper secondary and Vocational Training		
Number of Students	931	Number of sessions (60')	14
Ages	6-18 year-olds	Organisation	Heterogeneous groups from different levels and/or ages.
Equipment	Camera, photo paper, photographic film processing chemicals, folders, files, computers, printers, food, ovens, cooking equipment, reading books, P.E. equipment, cardboard, colour pencils, paper, glue, scissors, video camera, handicrafts, sound system...		
Objectives	<ul style="list-style-type: none"> <li>• Meet the needs of all students (Talented and Gifted Students, Special Needs), as a way to enrich and promote integration in the school community.</li> <li>• Know the students' needs and discover their talents.</li> <li>• Promote individual students' talent in an enjoyable way.</li> <li>• Improve self-esteem and emotional management.</li> <li>• Combat both apathy and indifference in the classroom.</li> <li>• Encourage students to develop positive relationships and effective communication among themselves and from others, in order to create a more positive school environment.</li> <li>• Promote self-awareness to have a better emotional stability.</li> <li>• Make learning fun to prevent or reduce school leaving.</li> <li>• Enhance creativity and critical awareness.</li> </ul>		
Contact ( Education Centre/ person)	M <sup>a</sup> Celsa Boquete Fuentes or Ricardo Rey Silva (+034 981222542)		

**DESCRIPTION / PROCEDURE:**

1. A questionnaire was given out to the students to Know about their needs.
2. Following the questionnaires' answers, the teachers' skills and some experts' advise, 30 workshops were created.
3. Each student was then given a form on which they wrote down their three favourite workshops. An arrangement of the workshops available was carried out, from the most to the least preferred ones.

4. Lists of students were then created taking into account their interests and student groups for the different workshops organized.
5. In Secondary Education, all the students were put into groups for the different workshops regardless of their year group. For example, in any workshop a 6th year student could coincide with younger students from the 3rd or the 4th year.
6. The teachers planned their workshops taking into account all the equipment and resources they needed. In some cases, they got in contact with experts who came to school to offer help and advice.
7. Two days were spent on the workshops of Secondary Education and in the case of Primary education an extra afternoon was needed.

#### **ADDITIONAL COMMENTS/SUGGESTIONS:**

The organization of these workshops demanded a great effort, due to the number of students involved and the duration of the workshops throughout the whole school year. The success of these workshops relied on the active involvement and collaboration of all participants and on the great organizational efforts made by the teaching and non-teaching staff and by the school community.

They were extremely satisfied with the final results. These were over the expectations of both students and teachers. The workshops promoted a amusing, happy school climate and an extremely positive and supportive atmosphere, therefore creating an effective and more positive learning environment.

To conclude, these workshops enriched the learning process, helped develop emotional intelligence and social skills and allowed students to develop new learning abilities.

### ***Arena for Socio-Educational Change (Spegeln)***

Title:	Arena for Socio-Educational Change (Spegeln)		
LEVEL OF EDUCATION	lower secondary, upper-secondary		
Number of students	20	Number of sessions (60')	
Ages	16-20	Organization	individual
Materials			
Aims	The arena is provided to those students that have a history of failure throughout compulsory school aiming at a both social and educational reintegration.		
Contact School/person	<a href="http://spegelnhagagymnasiet.blogspot.se/">http://spegelnhagagymnasiet.blogspot.se/</a>		

#### **BACKGROUND INFORMATION**

The arena for socio-educational change is a specially designed program and an individual alternative addressing the needs of pupils that have a history of failure throughout compulsory school, have spent time in treatment homes outside their place of domicile because of multiple social deprivations and/or have been diagnosed with social or mental disorders and consequently do not possess the socio-educational abilities necessary to attend national programs at upper secondary level. It is a joint project financed partly by the department of education, partly by the social authorities of the municipality.

#### **DESCRIPTION / PROCEDURE:**

The intake to this program is initiated by school welfare officers in dialogue with the social authorities of the municipality and the receiving school. The program has a very high density of staff (teachers, social workers and social pedagogues trained in CBT-Cognitive Behaviour Therapy). Their task is to create an atmosphere of trust and to provide necessary incentives for pupils to rethink/change their social behavior and find motivation for further studies.

The program offers a home environment in which pupils and staff are equally involved, the aim being to compensate for an absent family, provide for social training and educational achievements. Networking school/home/social environment is one of the means of support to the pupils and their families/custodians. It is aimed at creating a structured school day in which the pupil can find motivation for social change.

The school day begins with a joint breakfast, after which civic orientation takes over. Civic orientation is followed up by means of a weekly quiz to which the students get immediate

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feedback. Theoretical core subjects are taught in a compensatory manner, always starting off from the level of achievement of the pupil. Surveys, and readings are followed up by exercises adapted to the level of proficiency of each pupil.

Extracurricular activities based on pupils interests and needs are provided as motivating measures that may contribute to individual development. They consist of home economics, labour market practice and work studies, thematic studies, driving lessons, fitness and sports activities and music.

*10<sup>th</sup> year of studies at compulsory school level*

Title:	10 <sup>th</sup> year of studies at compulsory school level		
LEVEL OF EDUCATION	8th grade of compulsory school (lower secondary school)		
Number of students		Number of sessions (60')	
Ages	14-15	Organization	Whole class
Materials			
Aims	The one year program aims to give young newcomers a chance to catch up with disrupted schooling caused by migratory fluxes and deficits of Swedish as a Second Language.		
Contact School/person	Djäkneparksskolan, <a href="http://www.norrkoping.se/skola-forskola/grundskola/kommunal-grundskola/djakneparksskolan/">http://www.norrkoping.se/skola-forskola/grundskola/kommunal-grundskola/djakneparksskolan/</a>		

**DESCRIPTION / PROCEDURE:**

The 10th year of studies at compulsory school level is offered to young newcomers (14-15 years old) that after an educational mapping in all school subjects have been found to have reached the level of knowledge corresponding to the 8th grade of compulsory school education in Sweden but need an extra school year to catch up with disrupted schooling.

The requirements for intake at the 10th year of studies are, besides a permit of residence in Sweden, an assessment of knowledge and proficiency, motivation for further studies, and assessments made by the educational staff that have been involved in their educational path after arrival to the municipality.

The 10th year of studies at compulsory school level is provided by one of the 11 lower secondary schools of the municipality. The process of intake is conducted in cooperation between teachers, counsellors and principals of the municipal lower secondary schools in which the pupils are registered, in dialogue with the principal and staffs of the school that provides for the 10th year of studies. Once the process of intake has had its course, admittance needs to be approved by the director of lower secondary education as means of ascertaining that appropriate resources are allocated to the receiving school.

The pupils admitted to the 10th year of studies at compulsory school level are integrated in the ordinary classes of the receiving school, follow the structure and time plan of 9th grade at compulsory school level and receive extra support in Swedish as a Second Language, English and study guidance. They are all appointed a tutor whose task is to ascertain that the path of

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studies is being followed and that their achievements are in compliance with the requirements that apply to every other pupil in 9th grade.

The length of the program is one year after which pupils are supposed to follow the procedures for admittance at the national program at upper secondary school level, a process into which the pupils get extra study guidance provided by the counsellor of the school.



## Snakefeet

Title:	Snakefeet (Schlangenfuß)		
LEVEL OF EDUCATION	lower secondary		
Number of students	18	Number of sessions (60')	-
Ages	12 – 15	Organization	small groups of six students
Materials	-		
Aims	<p><i>Snakefeet</i> (term was created to express: to get students to make tracks) helps students with school- or social phobia to complete compulsory schooling successfully and to develop self-, social- and professional competences. Furthermore, it aims at reintegrating the pupils in their regular schools and facilitating the transition to work.<sup>15</sup></p>		
Contact School/person	<a href="https://spz11.schule.wien.at/unsere-schule/schulprofil/kerndaten-zur-schule/">https://spz11.schule.wien.at/unsere-schule/schulprofil/kerndaten-zur-schule/</a>		

### DESCRIPTION / PROCEDURE:

*Schlangenfuß* is offered by the *Sonderpädagogisches Zentrum (SPZ 11)* (Centre for Special Education) and addresses pupils from lower secondary schools in Vienna, who cannot participate in regular lessons because of school- or social phobia and are in danger of not completing compulsory schooling. It is only possible to enrol into this project after all other educational possibilities at the student's regular school have failed. Furthermore, the legal guardians are required to cooperate in educational matters. Also headmasters, psychagogues, responsible persons at the SPZ, the youth welfare office, teachers and consultants play an important role in the assimilation process. Once in the project, the pupils are taught at the SPZ11 while still registered at their regular school. Consequently, the certificate is generated at the regular school, based on suggestions from teachers from SPZ11. Because of this procedure the young people will receive a degree from regular school, without any remark of participating in the project. The syllabus contains the basic contents for the students to fulfil minimum requirements. These contents are taught in form of creative projects and common activities, where the youth take responsibility and cooperate with companies to facilitate their transition to work. Further actions include parental work and networking with different institutions, for example the youth welfare office.<sup>16</sup>

<sup>15</sup> see Matitz, Kerstin; Mayer, Roland; Leinmüller, Bettina; Nowak, Markus; Wiesinger, Andrea; Plattensteiner, Martin (2013): Das Projekt Schlangenfuß. Ein Schulprojekt für Schulphobiker und Kinder mit Angststörungen. Wien. Available online at <https://spz11.schule.wien.at/fileadmin/s/911023/system/Schlangenfuss2013.pdf>, retrieved 04.04.2016.

<sup>16</sup> see *ibid.*

## Individualisation Ybbs

Title:	Individualisation Ybbs (Individualisierung Ybbs – IndY)		
LEVEL OF EDUCATION	upper-secondary		
Number of students	all students at the school centre in Ybbs	Number of sessions (60')	-
Ages	14 – 20	Organization	whole school
Materials	-		
Aims	It aims at developing self-, methodological and professional competences of students to reduce learning deficits and disabilities. <sup>17</sup>		
Contact School/person	<a href="http://www.sz-ybbs.ac.at/~sz-ybbs/sz-plus/indy/">http://www.sz-ybbs.ac.at/~sz-ybbs/sz-plus/indy/</a>		

### DESCRIPTION / PROCEDURE:

The school centre in Ybbs an der Donau, consisting of a *Handelsschule* (secondary vocational school with business orientation), a *Handelsakademie* (College for Higher Vocational Education with business orientation) and a *Höhere Technische Lehranstalt für Informationstechnologie* (College for Higher Vocational Education with focus on information technology), is being run as a *Modellschule für Individualisierung und Potenzialentfaltung* (model school for individualisation and promotion of potential) since the school year of 2015/16. The concept named IndY gives students the possibility to choose 20% of their lessons freely.<sup>18</sup> To allow this, the length of lessons has been reduced to 40 minutes (previously 50 minutes). During the so-called IndY-lessons the students are allowed to decide for themselves with which teacher they want to spend time on a topic they can freely choose. A plan points out in which classroom they can find each teacher. The students may individually decide whether they want to spend time improving one of their weaker fields, or sharpen their strengths on a topic they are already very good at. In IndY-lessons the regular class constellations are disbanded and students from different grades can sit in the same classroom, while teachers offer their counselling.<sup>19</sup>

Additionally, the school centre Ybbs offers peer mediation, life kinetic, mentoring, business cooperation and in the *Handelsschule* and *Handelsakademie* also cooperative open learning (COOL) as well as service learning.

<sup>17</sup> see [SZ-YBBS \(2015\): INDY - INDIVIDUALISIERUNG UND POTENZIALENTFALTUNG AM SCHULZENTRUM YBBS. AVAILABLE ONLINE AT HTTP://WWW.SZ-YBBS.AC.AT/~SZ-YBBS/SZ-PLUS/INDY/, RETRIEVED 05.04.2016.](http://www.sz-ybbs.ac.at/~sz-ybbs/sz-plus/indy/)

<sup>18</sup> see *ibid.*

<sup>19</sup> see [NEUHAUSER, JULIA \(2015\): PROJEKT: "INTENSIVE NACHHILFE" IM UNTERRICHT 2015, 01.12.2015. AVAILABLE ONLINE AT HTTP://DIEPRESSE.COM/HOME/BILDUNG/SCHULE/4878706/PROJEKT\\_INTENSIVE-NACHHILFE-IM-UNTERRICHT?FROM=SUCHE.INTERN.PORTAL, RETRIEVED 05.04.2016.](http://diepresse.com/home/bildung/schule/4878706/projekt_intensive-nachhilfe-im-unterricht?from=suche.intern.portal)

*Because we are equal you are equal*

Title:	Because we are equal you are equal		
LEVEL OF EDUCATION	Pre-primary		
Number of students	22	Number of sessions (60')	One week
Ages	6	Organization	Whole class
Materials	Paper and colored pencils.		
Aims	Encourage a change of attitude to achieve a more egalitarian coexistence		
Contact School/person	María José Pousa, Headmistress of EEI Barrionovo, Pastoriza, Coruña		

**DESCRIPTION / PROCEDURE:**

They pretend to contribute to the development of family members by improving their quality of life.

Another goal is to involve children in the household tasks in order to improve their personal and social development.

The activity was developed around the tale "Half of John".

Children paint their vision of their domestic live through drawings based on domestic stereotypes. Later they present the results through spokesmen elected by each group.

Then they choose what they like most in family equality and select the best proposals.

**COMMENTS / SUGGESTIONS:**

A simple and nice activity to get pupils involved in equality matters from the very early age.

This activity was strongly supported by the curriculum. This planning can be found on the project website:

[HTTP://AEEIDEBARRIONOVO.BLOGSPOT.COM.ES/2016/03/TALLER-DE-IGUALDADE.HTML](http://AEEIDEBARRIONOVO.BLOGSPOT.COM.ES/2016/03/TALLER-DE-IGUALDADE.HTML)

## Walls that eliminate borders

Title:	Walls that eliminate borders		
LEVEL OF EDUCATION	Primary		
Number of students	402	Number of sessions (60')	One school year
Ages	6-12	Organization	Whole class
Materials	Construction materials and paint		
Aims	Make 'our school' a nice place to feel it as our own.		
Contact School/person	Miguel Rosa Castejón, Headmaster of CEIP San José Obrero, Seville		

### DESCRIPTION / PROCEDURE:

1. Previous:  
Meetings with families, preparing the walls, coordination with neighborhood groups (NGOs, associations ...) for the dissemination of the project and the execution of certain tasks.  
Preparation of audiovisual work to present at Zemos festival.
2. Then the performance of a sketch by students based on a vegetable theme (forest, trees, plants ...).
3. The search in Internet of inspirational paintings by Henri Rousseau.
4. Design on different paper grids to make a new edging in the courtyard of the gym.  
Colors to be determined.  
Selecting two sketches per group of class.  
Election of a sketch for each yard by a jury representing all sectors of the educational community.  
Organization of shifts and disciplinary rules by the tutors of sixth grade.

### COMMENTS / SUGGESTIONS:

Initially sixth-grade students, and later with the collaboration of other courses, removed graffiti from walls and they returned to the brick color. Reviewing or completely restoring the green, red, orange and blue colors of ancient friezes.

Students were responsible for managing the budget. They got the best prices around and bought the paint needed in neighborhood stores. When visiting each establishment, they showed a letter explaining the meaning and usefulness of the project.

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This activity was strongly supported by the curriculum. This planning can be found on the project website:

[HTTP://SJOSEVILLA.WIX.COM/APRENDIZAJESERVICIO#!EN-BLANCO/C133Z](http://sjosevillawix.com/aprendizajeservicio#!en-blanco/c133z)

## Cooperation agreement for parents

Title:	Cooperation agreement for parents		
LEVEL OF EDUCATION	Primary level, 1-4		
Number of students	400	Number of sessions (60')	
Ages	6-10	Organization	individual
Materials	Cooperation contract		
Aims	Improved cooperation with parents, raised awareness for parental responsibility		
Contact School/person	Volksschule Angergasse 18, 6020 Innsbruck schulassistenz@vs-angergasse.tsn.at		

### DESCRIPTION / PROCEDURE:

Parents play a key role in terms of emotional, physical and operational support of their children. By passing on their own educational aspirations and motivation to their children, parents affect their children's attitudes towards school as well as their educational career decisions. They are carriers of relevant information on their children's social, emotional and cognitive abilities.

There are many good reasons to involve parents or even to use them as a resource. Parents are addressed in the Austrian school system as "school partners" and asked to take an active part in school-life; the experience shows that the cooperation between parents and the school succeeds very differently at the each school site. One elementary school in Innsbruck manages the involvement of parents particularly well. Part of the cooperation between parents and school is a behaviour agreement that is signed in a first parent meeting at school entry:

#### **Cooperation agreement for parents**

1. As guardian, I make sure that my child fulfils the compulsory education:
  - Therefore, I make sure that my child arrives at school on time. In the morning, 15 minutes before the start of school, in the afternoon 5 minutes before the start of school.
  - Therefore, I inform the school reliably (telephone or mail by 08:00) if my child cannot come to school.
  - Therefore, I look in the message book every day.
  
2. As guardian, I have to ensure a physically and mentally healthy development of my child and that he/she does not experience violence:

- Therefore, I make sure that the weight of the school bag is adapted to the weight of the child and that the school bag is cleaned and re-packed once a week.
  - Therefore, I make sure that my child is appropriately dressed to the season and the activity.
  - Therefore, I make sure that my child does not endanger him/herself or others on the way to school. If my child is not ready to cope with the way to school alone, I will provide an escort.
  - So I aim for constructive conversation with the school if there are difficulties (the child reports that he or she is not well, I notice that my child changes / that my child's performance degrades....) and am also willing to take extracurricular counselling.
  - Therefore, I give my child a healthy snack to take to school.
  - That's why I make sure that my child finds a quiet workplace at home and receives sufficient recreation and exercise as well as enough sleep.
  - So I pick up my child from school when symptoms of illness occur.
3. As legal guardian I have the obligation to immediately notify amended personal data to the Directorate.
4. As guardian I encourage my child to comply with the school and classroom order
- Therefore I encourage my child to politely deal with other children and adults and to treat the furnishings and materials in school carefully.
5. As guardian I'm responsible to give my child the necessary equipment / materials he or she needs for his or her classes.
6. As guardian I'm a part of the school partnership
- I make proposals to improve school quality.
  - I attend parent meetings, parents' evenings, class forums or briefings.
  - I am interested in the concerns of the parents' association.

### **COMMENTS / SUGGESTIONS:**

Studies show that the professional cooperation of teachers and parents improves the attendance rates as well as the performance of the pupils.

A precondition for successful parental participation is a cooperative attitude of all involved. Thus a parent agreement is an effective way to include especially uneducated parents in the responsibility.

## Peer learning

Title:	Peer learning		
LEVEL OF EDUCATION	lower secondary, upper-secondary,		
Number of students	1000	Number of sessions (60')	on demand
Ages	10 - 19	Organization	Guidance, coordinating meetings
Materials/Methods	institutionalized learning support		
Aims	Sustained increase of student-learning , social learning, strengthening the school community, participation		
Contact School/person	BHAK & BHAS Wien 10 <a href="http://www.bhakwien10.at/?content=aktuelles_besonderheiten">http://www.bhakwien10.at/?content=aktuelles_besonderheiten</a> office@bhakwien10.at		

### DESCRIPTION / PROCEDURE:

#### **Aims**

The peer-learning program at the Vienna BHAK 10 is a program in which students support other students to learn contents needed for tests.

The aim is to institutionalize consistently learning right from the beginning of a school year with support from experienced students. The management of the program is carried out by a Coordination Team, which consists of students and teachers, where all participants enjoy the same participation rights.

While participating students are able to better understand the respective content, and thus are able to enhance their learning success sustainably, the Tutors can deepen their knowledge. Thus, the "peer learning" is in keeping with the motto "promoting and demanding" to reduce the dropout rates permanently. Unlike classic "private lessons" the peer learning program is an institutionalized learning support, with the aim of promoting mutual learning over a longer period.

#### **Process**

At the beginning of the school year, a presentation of the peer learning program is carried out by the coordinators of the Tutors in the participating classes. In addition, a full list of Tutors is posted in the break room and this information is also published on the Facebook group page.



Skilled and socially appropriate tutors are available for classmates throughout the school year in so-called "Tutoring Times" to learn together to guarantee an ongoing preparation for tests and schoolwork.

To further develop the peer learning programme, strategy meetings attended by the coordinators, tutors and teachers are organised on a regular basis. At these meetings improvement measures are elaborated on the basis of current problems and current feedback.

Within the peer learning programs the following subjects are covered:

- Commercial subjects
- Mathematics
- Languages
- If necessary, peer learning will be organized for other subjects

### **How to become a tutor?**

There are variants to becoming a Tutor:

- Self-nomination by students
- Proposal by classmates
- Proposal by teachers

Besides his/her own technical and social development in the course of working together, the special commitment of the Tutor is appreciated through the presentation of a certificate.

### **Resources and media**

To ensure a smooth and optimal support of tutors, it is essential to make the necessary resources available. These include, among others:

- premises
- textbooks and exercise books
- Infrastructure (board / whiteboard, compute, dictionaries, etc.)
- Moodle course: All students make further learning materials available here.
- Facebook Group : The group "successful together" is a platform for the publication of appointments, news and organizational documents

### **COMMENTS/ RECOMMENDATIONS**

Often, students from socially disadvantaged families cannot afford a professional tuition and therefore drop out of the educational system at an early stage. So this program contributes additionally to the personality development, professional development and expansion of social skills of all those involved and to greater equal opportunities in the school system.

### *IMPRE - Preparatory program*

Title:	IMPRE - Preparatory program		
LEVEL OF EDUCATION	Lower secondary		
Number of students	64 (in Norrköping)	Number of sessions (60')	
Ages	15-17	Organization	Whole class
Materials			
Aims	The preparatory program aims to help students to reach the minimum requirements for intake at national programs at upper secondary school level.		
Contact School/person			

#### **DESCRIPTION / PROCEDURE:**

The preparatory program provides opportunities for pupils to reach the minimum requirements for intake at national programs at upper secondary school level.

The program aims at two categories of students; those students that have failed in one or two subjects at compulsory school level, which disables them to apply for intake at a national upper secondary school program and those who have been approved for intake at vocational programs but desire to improve their grades and chances of getting approved for intake at an academic national program at upper secondary school level.

The preparatory program includes:

- The subjects in which the student does not have a passing grade
- Additional compulsory subjects, apart from those that the student has passed
- Courses from the national programs at upper secondary school level
- Other subjects that are considered as beneficial to the student

The length of the preparatory program is initially fixed to one school year, but can if needed be revised and prolonged to a maximum of two school years. The program also offers students to reach a limited number of requirements in a shorter time.

#### **COMMENTS / SUGGESTIONS:**

All municipalities in Sweden are obliged to offer preparatory programmes.

**PRIV (IMPRO) - Program directed to individual choice**

Title:	PRIV (IMPRO) - Program directed to individual choice		
LEVEL OF EDUCATION	Lower secondary		
Number of students	108 ( in Norrköping)	Number of sessions (60')	individual
Ages	15-17	Organization	Whole class
Materials			
Aims	The program targets pupils that wish to pursue vocational education at upper secondary school level.		
Contact School/person			

**DESCRIPTION / PROCEDURE:**

The program directed to individual choice targets pupils that wish to pursue vocational education and are not yet approved in all subjects required for intake at a vocational national program at upper secondary school level.

The prerequisites for intake at the program are approved marks in the following subjects:

- Swedish or Swedish as a Second Language (for pupils with a cultural background other than Swedish)
- English and Mathematics + three other required subjects for intake at upper secondary school level
- English or Mathematics + four other required subjects for intake at upper secondary school level

The structure of the program directed to individual choice is as follows:

- Required subjects at compulsory school level in which the pupil is not yet approved
- Vocational subjects within the program of individual choice
- Other subjects at upper secondary school level in which the pupil has already been approved
- Apprenticeship placement within the vocational branch of choice

The length of the program is adjusted to the needs of the pupil and his/her previous qualifications and level of proficiency.

## Mommy studies German

Title:	Mommy studies German (Mama lernt Deutsch)		
LEVEL OF EDUCATION	-		
Number of students	-	Number of sessions (60')	170 (3 hours twice a week)
Ages	-	Organization	groups
Materials	-		
Aims	It aims at improving German language skills of mothers and helps them to better know the educational institution (Kindergarten or school), teachers and other parents. <sup>20</sup>		
Contact School/person	<a href="https://www.wien.gv.at/menschen/integration/deutsch-lernen/mama-lernt-deutsch/kursstandorte.html">https://www.wien.gv.at/menschen/integration/deutsch-lernen/mama-lernt-deutsch/kursstandorte.html</a>		

### DESCRIPTION / PROCEDURE:

The initiative *Mama lernt Deutsch* covers basic education for mothers with a shortcoming in the German language. The training courses are mainly held at childcare or primary school facilities of their children and are offered by various institutions in 15 different Viennese districts (out of 23). Requirements for enrolling in these classes are that the mothers do not have German as their mother tongue and they need fundamental knowledge, meaning that they have a maximum of eight years of education, and their children must visit a childcare facility or school. Participation is free and if needed the children are looked after during the classes to ensure that the mothers are not disturbed during their learning sessions. Fluency is imparted via workshops, field trips or lectures with true-to-life topics, for example lectures featuring childcare, school or work. Additionally the women are taught Latin letters if necessary.<sup>21</sup>

### COMMENTS / SUGGESTIONS:

Just like the basic education for youth and young adults from the *Volkshochschule Wien* (adult education centre Vienna), *Mama lernt Deutsch* belongs to accredited basic courses from the *Initiative Erwachsenenbildung* (initiative for the education of adults). Evaluation shows that from the numerous offers of the *Initiative Erwachsenenbildung*, improvements in regards of content have been achieved and the readiness for further education has been improved. There

<sup>20</sup> see [STADT WIEN \(N.D.\): BASISBILDUNGSKURSE FÜR MÜTTER - "MAMA LERNT DEUTSCH!". AVAILABLE ONLINE AT https://www.wien.gv.at/menschen/integration/deutsch-lernen/mama-lernt-deutsch/](https://www.wien.gv.at/menschen/integration/deutsch-lernen/mama-lernt-deutsch/), RETRIEVED 05.04.2016.

<sup>21</sup> see *ibid.*

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has also been noted a significant rise in participating in social activities, as well as an improved ability to contact educational facilities or authorities.<sup>22</sup>

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<sup>22</sup> see Stoppacher, Peter; Edler, Marina (2014): Evaluation der ersten Periode der Initiative Erwachsenenbildung. Unter Mitarbeit von Karin Reinbacher-Fahrner. Institut für Arbeitsmarktbetreuung und -forschung Steiermark. Graz: BMBF. Available online at [https://www.initiative-erwachsenenbildung.at/fileadmin/docs/Evaluation\\_Abschlussbericht.pdf](https://www.initiative-erwachsenenbildung.at/fileadmin/docs/Evaluation_Abschlussbericht.pdf), retrieved 07.04.2016.

## Career training guarantee

Title:	Career training guarantee (Ausbildungsgarantie)		
LEVEL OF EDUCATION	upper-secondary		
Number of students	-	Number of sessions (60')	-
Ages	15 – 19	Organization	individual
Materials	-		
Aims	Youth should attain an apprenticeship certificate, either by finding an apprenticeship place at a company for them or by providing them with supra-company training. <sup>23</sup>		
Contact School/person	<a href="http://www.ams.at/service-arbeitsuchende/finanzielles/foerderungen/ueberbetriebliche-lehrausbildung">http://www.ams.at/service-arbeitsuchende/finanzielles/foerderungen/ueberbetriebliche-lehrausbildung</a>		

### DESCRIPTION / PROCEDURE:

The legal basis for the Career training guarantee is formed by § 30b *Berufsausbildungsgesetz (BAG)* (law for vocational education), which regulates the conversion of *Überbetriebliche Lehrausbildung (ÜBA)* (supra-company training) in Austria. Premises for participating are that the youth are registered at the *Arbeitsmarktservice (AMS)* (Public Employment Service Austria) and are not able to find an apprenticeship place at a company. There are two different models for supra-company training: ÜBA type 1 covers the whole duration of the apprenticeship, while ÜBA type 2 only covers the first year, with the aim of finding an apprenticeship place at a company for the adolescents, where they can continue and complete their apprenticeship training. Much alike regular apprenticeships, the trainees receive a monthly salary. Furthermore, the training is finished with an apprenticeship examination, which is equal to a regular apprenticeship training. Another similarity is that students visit the *Berufsschule* (part-time vocational school). Practical experience can be received in the supra-company educational facility or in form of an internship at a company.<sup>24</sup>

For youth with special educational needs § 8b *BAG* provides the possibility to extend the duration of their apprenticeship or obtain a partly qualification. This approach is called

<sup>23</sup> see Koordinationsstelle (2016): Überbetriebliche Lehre (ÜBA). Available online at [http://www.koordinationsstelle.at/wp-content/uploads/2016/02/infoblatt\\_allg\\_ueba\\_fruehling\\_2016.pdf](http://www.koordinationsstelle.at/wp-content/uploads/2016/02/infoblatt_allg_ueba_fruehling_2016.pdf), retrieved 06.04.2016.

<sup>24</sup> see AK (2016): Überbetriebliche Lehrausbildung. Kammer für Arbeiter und Angestellte Steiermark. Graz. Available online at [https://media.arbeiterkammer.at/stmk/160301\\_Ueberbetriebliche\\_Lehrausbildung\\_Broschuere.pdf](https://media.arbeiterkammer.at/stmk/160301_Ueberbetriebliche_Lehrausbildung_Broschuere.pdf), retrieved 06.04.2016.

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*Integrative Berufsausbildung* (integrated vocational training)<sup>25</sup> (Note: this possibility also exists with the regular apprenticeship at a company).

**COMMENTS / SUGGESTIONS:**

Bergmann et al. (2011)<sup>26</sup> found out, that supra-company training contributes to enhancing educational participation as well as reducing youth unemployment.

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<sup>25</sup> see *ibid.*

<sup>26</sup> see Bergmann, Nadja; Lechner, Ferdinand; Matt, Ina; Riesenfelder, Andreas; Schelepa, Susanne; Willsberger, Barbara (2011): *Evaluierung der überbetrieblichen Lehrausbildung (ÜBA) in Österreich*. L&R Sozialforschung. Wien. Available online at [http://www.forschungsnetzwerk.at/downloadpub/Endbericht\\_UeBA\\_Evaluierung\\_final\\_LR.pdf](http://www.forschungsnetzwerk.at/downloadpub/Endbericht_UeBA_Evaluierung_final_LR.pdf), retrieved 08.04.2016.

**PROA**

Title:	PROA - Support and guidance at school		
LEVEL OF EDUCATION	Pre-primary, primary, lower-secondary.		
Number of students	Variable, depending on the needs and requests of schools	Number of sessions (60')	Applied during all the scholastic year
Ages	3-16	Organization	Groups
Materials	Specific human and material resources in order to put into practice different proposals focused on students at risk of social exclusion, or with special needs		
Aims	Implement an action plan at school in order to deal with students at risk of social exclusion or with special needs.		
Contact School/person	<a href="http://www.edu.xunta.es/portal/innovacion/63/133/220/627">http://www.edu.xunta.es/portal/innovacion/63/133/220/627</a>		

**DESCRIPTION / PROCEDURE:**

Educational action promoted by the Consellería de Cultura, Educación e Ordenación Universitaria, Xunta de Galicia (Regional Government) and devoted to support educational proposals focusing on school success by reducing early school leaving rates and compensating discrimination within the school environment.

Applicant schools must present an action plan where they explain their approach on the issue of dealing with special needs students or students at risk of social exclusion taking into account their social and cultural environment. Approved plans will develop during all the scholastic year and will include specific and innovative actions in order to fulfil the established objectives. The following aspects related to organization and improvement of school could be included as part of the plan:

- Modification of the opening hours of the school
- Modification of curricula based on the actual needs of students
- Organization and traits of available human resources in order to support the involved students
- Professional updating of teachers involved



- Organization of material means
- Modification of the management and/or pedagogical model of the school as long as it is a requirement to implement the program.
- Coordination of strategies between Primary and Secondary school, in order to facilitate transition through levels for students.
- Involvement of families, enterprises or institutions around, allowing and encouraging inclusion proposals.

**COMMENTS / SUGGESTIONS:**

The PROA program is an institutional project offered every year by the Regional Government of Galicia (Spain) with the aim of providing schools with both human and material resources to deal with students at risk of social exclusion and ESL. Applications must present a detailed course of action and an evaluation plan including reports on a quarterly basis. Each project selected will be funded in order to put into practice its innovative proposals.

## Learning communities

Title:	Learning communities		
LEVEL OF EDUCATION	Primary, lower-secondary, upper-secondary		
Number of students	Whole class	Number of sessions (60')	Methodology applied during all the scholastic year
Ages	6-18	Organization	Whole class
Materials	Support materials for teachers and families, in order to implement the dialogic learning model.		
Aims	Reduce conflict at school, school failure and drop-out rates, throughout a new methodology: dialogic learning. By working with interactive groups at the classroom. All the educational community gets involved in the teaching/learning processes.		
Contact School/person	<a href="http://www.edu.xunta.es/centros/cpicastroverde/taxonomy/term/197">http://www.edu.xunta.es/centros/cpicastroverde/taxonomy/term/197</a>		

### DESCRIPTION / PROCEDURE:

Integral approach which eventually changes all the school aspects, aiming to reduce conflict at school, school failure and drop-out rates, throughout a new methodology: dialogic learning. Such proposal is based on the interaction and intercommunication of students with members of the educational community (teachers, families and volunteers) as peers, surpassing the hierarchical model that traditionally prevails at school.

By means of such learning communities, a new approach of education arises, encouraging the educational processes to depend not only on teachers, but also on the contribution of families, neighbours' associations, NGO's, volunteers and other institutions, which take part of lessons.

The grounds of this proposal are the creation of interactive groups at school, consisting of students, parents, teachers, professionals and other representatives of the community, in order to enhance the learning experience through the richness of interaction. Interactive groups should be heterogeneous, promoting both students helping each other and a much more realistic and motivating learning environment.

### COMMENTS / SUGGESTIONS:

Currently, there are several schools in Spain that are implementing this approach and becoming learning communities. The first ones emerged at the Basque Country, spreading to other regions, including Galicia (CPI de Castro Verde, Lugo).

Learning communities represent for schools and their environment a social and cultural transformation project allowing and encouraging an education that involves all the community. Please check out the sources below for further information about how to turn a school into a learning community.

References.<sup>27</sup>

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<sup>27</sup> RACIONERO, S; ORTEGA, S; GARCÍA, R; FLECHA, R. (2012). Aprendiendo contigo. Barcelona: Hipatia Editorial. ISBN: 978-84-938226-3-7.  
AUBERT, A ; FLECHA, A ;GARCÍA, C ; FLECHA, R ; RACIONERO, S. (2008). Aprendizaje dialógico en la Sociedad de la Información. Barcelona: Hipatia  
ELBOJ, C., PUIGDELLÍVOL, I., SOLER, M. & VALLS, R. (2002). Comunidades de aprendizaje. Transformar la educación. Barcelona: Graó.

<http://utopiadream.info/ca/>

<http://www.juntadeandalucia.es/educacion/colabora/web/cda>

<http://xtec.gencat.cat/ca/projectes/comunitats>

[https://www.youtube.com/channel/UCohtyWR\\_0ppqWvTtQNxnAcQ/feed](https://www.youtube.com/channel/UCohtyWR_0ppqWvTtQNxnAcQ/feed)

### **IMYRK - Program for vocational introduction**

Title:	IMYRK - Program for vocational introduction		
LEVEL OF EDUCATION	Lower secondary		
Number of students	89 ( In Norrköping)	Number of sessions (60')	individual
Ages	15-17	Organization	Whole class
Materials			
Aims	The aim of the program is to provide vocational education that may facilitate either labor market insertion and/or future studies at a national vocational program at upper secondary school level.		
Contact School/person			

#### **DESCRIPTION / PROCEDURE:**

The aim of the program is to provide vocational education that may facilitate either labor market insertion and/or future studies at a national vocational program at upper secondary school level.

Pupils registered as SNE (Special Needs Education) may be offered a vocational introductory program if an assessment of their qualifications shows that they fulfil the prerequisites to successfully manage the program.

The structure of the vocational introductory program is as follows:

- Subjects at compulsory school level in which the pupil is not yet approved
- Vocational courses
- Program specific subjects at upper secondary school level
- Core subjects at upper secondary school level in which the pupil has been approved
- Apprenticeship placements or practical learning in a business company operating in the branch of choice
- Extracurricular activities covering individual needs and enhancing motivation and individual development

The length of the course is not defined and is dependable on the previous qualifications and level of proficiency of the pupil. For pupils in great need of support the program for vocational introduction may last for a period of three to four years, which corresponds to the length of a national program at upper secondary level.

## IMIND - Individual programme

Title:	IMIND - Individual programme		
LEVEL OF EDUCATION	Lower secondary		
Number of students	199 (In Norrköping)	Number of sessions (60')	individual
Ages	15-17	Organization	Whole class
Materials			
Aims	The individual program aims at preparing students at the program for vocational introduction or insertion into the labor market.		
Contact School/person			

### DESCRIPTION / PROCEDURE:

The individual program targets pupils with extensive need of educational support and aims at preparing them for further studies at the program for vocational introduction or insertion into the labor market.

Pupils registered as SNE (Special Needs Education) may be offered an individual program if an assessment of their qualifications shows that they fulfil the prerequisites to successfully manage the program.

The structure of the individual program is as follows:

- Subjects at compulsory school level in which the pupil is not yet approved
- Core subjects at upper secondary level in which the pupil has been approved at compulsory school level
- Program specific subjects at upper secondary school level in which the pupil has been approved at compulsory school level
- Motivating measures
- Extracurricular activities favourable for individual development
- Labour market orientation and practice aiming at labour market insertion

The individual program should be shaped to fit the needs of the individual. Several pupils within the program may however be offered the same structure and study plan. The length of the program is adapted to individual qualifications/needs and levels of proficiency.

## Individual Study Support

Title:	Individual Study Support (Individuelle Lernbegleitung – ILB)		
LEVEL OF EDUCATION	upper-secondary		
Number of students	-	Number of sessions (60')	max. 40 hours per class per year
Ages	14 – 20	Organization	individual
Materials	-		
Aims	Learning deficits and disabilities of students should be compensated by concentrating on individual needs and strengths. <sup>28</sup>		
Contact School/person	<a href="https://www.bmbf.gv.at/schulen/unterricht/ba/nost/ilb.html">https://www.bmbf.gv.at/schulen/unterricht/ba/nost/ilb.html</a>		

### DESCRIPTION / PROCEDURE:

The *Individuelle Lernbegleitung* is part of the so-called *Oberstufe Neu* (new upper secondary level), which has already been implemented in some schools and will be launched all over Austria in September 2017. § 19a *Schulunterrichtsgesetz (SchUG)* (law for schooling education) will constitute the legal basis for the *ILB* (coming into force on 1 September 2017). Youth from 10th grade onwards can make claims for this support, as long as the type of school they visit lasts at least three years, presuming that the pupils show significant learning deficits and an early warning according to § 19 (3a) *SchUG* is issued.<sup>29</sup>

After the *ILB* has been triggered by the early warning system, there follows a series of counselling between learning guide, class teacher, student and parents, to determine if study support would be convenient. If the support would be beneficial, the learning guide will be entrusted with supporting the student. This process is to be documented compulsory. At first, goals have to be set for the duration of the support between teachers and students, while documenting all the progress and counselling sessions. The trained teacher will support the student to cope with studying processes, for example with organised studying, planning study sessions or setting appropriate exam dates. The *ILB* is not dependent on subjects, which is unconventional. The *ILB* will be shut down when the goals have been met or when there are no further improvements expected.<sup>30</sup>

<sup>28</sup> see Fritz, Ursula; Tanzmeister, Ingrid (n.d.): Die neue Oberstufe. Ziel-, lösungs- und ressourcenorientiert. Individuelle Lernbegleitung. Available online at <https://www.bmbf.gv.at/schulen/unterricht/ba/nost/ilb.pdf?55ic5h>, retrieved 05.04.2016.

<sup>29</sup> see *ibid.*

<sup>30</sup> see *ibid.*

### Basic education for youth and young adults

Title:	Basic education for youth and young adults (Basisbildung für Jugendliche und junge Erwachsene)		
LEVEL OF EDUCATION	-		
Number of students	-	Number of sessions (60')	-
Ages	15 – 25	Organization	groups
Materials	-		
Aims	It aims at preparing youth and young adults for further educational measures such as compulsory school leaving exams. <sup>31</sup>		
Contact School/person	<a href="http://www.vhs.at/basisbildung/basisbildung-fuer-jugendliche-und-junge-erwachsene.html">http://www.vhs.at/basisbildung/basisbildung-fuer-jugendliche-und-junge-erwachsene.html</a>		

#### DESCRIPTION / PROCEDURE:

The *Wiener Volkshochschule* (Adult education Centre Vienna) offers free basic education for youth and young adults with migrant background. The classes serve to acquire basic knowledge and/or language competences. They contain learning German as a second language in the areas of reading, writing and talking, as well as mathematics, information technology, English, educational and career orientation, workshops and field trips. The courses are offered on different levels which vary in their focus, to meet the individual needs of the students.<sup>32</sup>

#### COMMENTS / SUGGESTIONS:

Just like the course *Mama lernt Deutsch*, the basic courses for youth and young adults from the *Volkshochschule Wien* (adult education centre Vienna) belong to accredited fundamentals-courses from the *Initiative Erwachsenenbildung* (initiative for the education of adults). Evaluation shows that from the numerous offers of the *Initiative Erwachsenenbildung*, improvements in regards of content have been achieved and the readiness for further education has been improved. There has also been noted a significant rise in participating in social activities, as well as an improved ability to contact educational facilities or authorities.<sup>33</sup>

<sup>31</sup> see Wiener VHS (n.d.): Basisbildung für Jugendliche und junge Erwachsene. Die Wiener Volkshochschulen. Available online at <http://www.vhs.at/basisbildung/basisbildung-fuer-jugendliche-und-junge-erwachsene.html>, retrieved 05.04.2016.

<sup>32</sup> see *ibid.*

<sup>33</sup> see Stoppacher, Peter; Edler, Marina (2014): Evaluation der ersten Periode der Initiative Erwachsenenbildung. Unter Mitarbeit von Karin Reinbacher-Fahrner. Institut für Arbeitsmarktbetreuung und -forschung Steiermark. Graz: BMBF. Available online at [https://www.initiative-erwachsenenbildung.at/fileadmin/docs/Evaluation\\_Abschlussbericht.pdf](https://www.initiative-erwachsenenbildung.at/fileadmin/docs/Evaluation_Abschlussbericht.pdf), retrieved 07.04.2016.

## AC/CA Program

Title:	AC/CA Program (Cooperating to Learn/Learning to Cooperate)		
LEVEL OF EDUCATION	Pre-primary, primary, lower secondary, upper-secondary, post-secondary		
Number of students	Whole Class	Number of sessions (60')	Applied during all the scholastic year
Ages	3-18	Organization	Whole class
Materials	Extensive documentation including criteria to set up cooperative groups and work strategies for them, and theoretical and psychological foundation of the cooperative learning model.		
Aims	To promote the participation and interaction of students when it comes to teaching/learning processes, on the grounds of values such as solidarity, mutual help and respect to diversity.		
Contact School/person	CFR Pontevedra, CFR Vigo, CFR Ferrol <a href="http://cife-ei-caac.com/es/">http://cife-ei-caac.com/es/</a>		

### DESCRIPTION / PROCEDURE:

This methodological approach has been proposed by GRAD (Attention to Diversity Research Group) at Vic University. It focuses on team work as a means to achieve significant learning, since team work enhances peer interaction and promotes participation in the classroom. Collaborative teams also improve inclusion: differences and diversity are perceived not only as an opportunity for personal fulfilment but also as an added value because they foster attitudes of mutual respect, acceptance of singularity and the individual values of the members of the group.

This program is based on three wide areas of intervention:

**Area 1: Team cohesion.** This stage includes a series of actions and proposals for the classroom, headed to link all the students as a class team, therefore contributing to a learning environment.

**Area 2: Team work as a resource.** This second stage works through a series of activities focused on team work as a means to teaching/learning processes. The main idea in this case is to lead each team to a fair, cooperative behavior. The program provides several team structures, to guarantee the optimal interaction and participation scenario, in all cases.



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**Area 3: Team work as a content.** The program lies on the idea that team work is also a content to be acquired. To accomplish such goal, several strategies are provided, in order to explicitly and systematically teach team work techniques.

**COMMENTS / SUGGESTIONS:**

The CA/AC project is being nowadays successfully implemented in an increasing number of schools all around Spain, with more presence in Catalonia. We would highlight two main contributions of this program:

Facilitating **integration** and improving performance for students with learning difficulties or problems.

Promoting **motivation** of students at risk of exclusion or ESL, since they feel appreciated as active members of the community and part of a team work.

For further information, please check out the website <http://cife-ei-caac.com/es/> where a list of publications and practical orientations are located. It is also available a database gathering all the schools involved in the project so far.

## Learning and Service

Title:	Learning and Service		
LEVEL OF EDUCATION	Lower-secondary and upper-secondary		
Number of students	whole class	Number of sessions (60')	25
Ages	12-16	Organization	Pairs, small groups...
Materials	Posters, leaflets, letters...		
Aims	Interdisciplinary project " blood donation"		
Contact School/person	Virginia Rodríguez Álvarez y Javier García Barreiro Telephone: 981740242		

### DESCRIPTION / PROCEDURE:

Students participate in an interdisciplinary project: at the village where the school is located, blood donation is not enough to satisfy the needs of the local hospital. Teachers and students, concerned with this problem have decided to take action: they will try to increase the blood donation by raising the social awareness of people around.

The project starts with a brainstorming process in which they can specify the educational goals. All together students and teachers agree on the next points:

- The project must be functional
- It has to integrate different contents
- Practical learning must be important
- Materials and resources have to be simple and practical

With such aims in mind, the group start to think of further questions, including:

- Organization of the project: plan, task assignments...
- Search, selection and organization of information

In small groups, students will perform different tasks focused on finding out good reasons to convince people of the necessity of donating blood and producing several means for the transference of these ideas, such as

- a poster
- a leaflet
- a letter

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Finally, once all the information and resources have been collected and produced, all the information will be summarized in an exhibition reflecting the alternative solutions and main findings.

Students will also assess their job and the impact of it on their community and donation rates.

The actual implementations of this project have worked: blood donation grew in the village and students improved their involvement in their community.

### *IMSPR - Program for linguistic introduction*

Title:	IMSPR - Program for linguistic introduction		
LEVEL OF EDUCATION	Lower secondary		
Number of students	476 (in Norrköping)	Number of sessions (60')	individual
Ages	15-17	Organization	Whole class
Materials			
Aims	This program aims to prepare pupils with a cultural background other than Swedish for further studies at a national program at upper secondary school level.		
Contact School/person	Kungsgårdsgymnasiet: <a href="http://www.kungsgard.se/index_utbildningar.html">http://www.kungsgard.se/index_utbildningar.html</a> Ebersteinska gymnasiet: <a href="http://www.ebersteinska.norrkoping.se/Spraakinroduktion.htm">http://www.ebersteinska.norrkoping.se/Spraakinroduktion.htm</a>		

#### **DESCRIPTION / PROCEDURE:**

The program for linguistic introduction targets young newcomers who need to deepen their knowledge of Swedish as a Second Language and of Swedish society. The aim of the program is to prepare pupils with a cultural background other than Swedish for further studies at a national program at upper secondary school level.

The prerequisites for intake to the program are decided centrally by the municipality. The pupils that have been living in Sweden for a shorter period of time than four years must pass a test in Swedish as a Second Language to enter the program for linguistic introduction. Pupils that have already reached the European Portfolio level B.1.1 are entitled to apply for intake at either The Program for Vocational Introduction or The Individual Programme. The structure of the program for linguistic introduction is as follows:

- Documentation of educational experiences in the home country
- Pedagogical mapping of knowledge in all school subjects
- Swedish for foreigners (basic level) or Swedish as a Second Language (a subject of its own)
- Mother tongue and cultural studies
- Study guidance in mother tongue
- Subjects at compulsory school level in which the pupil is not yet approved
- Core and program specific subjects at upper secondary school level in which the pupil has already been approved at compulsory school level

- 
- Support measures for individual development
  - Motivating measures
  - The program is adapted to individual circumstances, qualifications and levels of proficiency and its length varies from one pupil to other.

## Youth-coaching

Title:	Youth-coaching		
LEVEL OF EDUCATION	First year of upper secondary school (9th school year)		
Number of students	All Austrian students	Number of sessions (60')	1-30 (according to individual needs)
Ages	15-19	Organization	face to face
Materials/Methods	counselling		
Aims	support of students at risk of dropping out, and by transferring from school to work		
Contact School/person	NEBA <a href="http://www.neba.at/jugendcoaching/warum.html">http://www.neba.at/jugendcoaching/warum.html</a>		

### DESCRIPTION / PROCEDURE:

#### **Youth coaching**

#### **Advice and guidance for students at risk of ESL and exclusion**

In autumn 2013, the youth coaching was implemented on behalf of the Ministry of Social Affairs in close cooperation with the Ministry of Education. The aim of the Youth coaching is to identify and to advise students- at risk of ESL or exclusion from their individual 9th school year and to accompany them the longer term if necessary. Youth Coaching targets a successful transition from lower to upper secondary school as well as from school to work and also supports young people in precarious situations in their educational career.

With the youth coaching especially the prevention and intervention for ESL- and exclusion risk are strengthened. Students in need between the ages of 15 and 19 get support by professionally trained youth coaches (basic occupation: social workers or psychologists). They also have the possibility to be accompanied for a longer period (up to 30 hours a year). It is implemented through external partners of the Federal Social Welfare Office, which cooperates closely with the schools. The offer is voluntary for students and is based on a three-stage method of case management (individual assistance).

#### **The three stages are:**

Level 1

The first level includes initial advisory interviews in the amount of about 3 hours. The objective of these sessions is to gather general information. Addressed are primarily young people, who may relatively independently take the next steps with the help of this information. If more assistance is required, a transfer to Level 2 or Level 3 can be carried out.

#### Level 2

In stage 2, more detailed advice takes place for young people who also need help with personal decisions and in the organization of support services in addition to targeted career guidance. The completion of stage 2 - after about 8 hours - is also seen as a precondition for young people who want to undertake an apprenticeship within the "integrated vocational training". At the end of stage 2 an "Expert's Opinion" is also passed to the student.

#### Level 3

This level is aimed at young people who need intensive support in the sense of "case management". Based on the individual situation of young people a strength and weakness analysis is created as well as a Clearing Report including a development plan - based on an inclination and ability profile - which includes concrete incentives, qualification steps and medium and long-term goals.

The level 3 duration may extend to a maximum of one year. In terms of sustainability of youth coaching, also a follow-up and renewed contact with the young people is possible.

#### **Objectives of the youth coaching are:**

- To individually advise and to accompany students at risk of ESL and exclusion, so that the right individual education is found.
- To offer strengthened orientation with respect to their own education and career, especially for young people with SEN (which were attended in 2011 through the measure Clearing).
- To support in coping with psychosocial problems endangering a successful education.
- To refer individuals to other counseling centers or even to internships.

#### **COMMENTS / SUGGESTIONS:**

The introduction of youth coaching and quality assurance measures in schools and education is effective. According to calculations for EU benchmarks, a further reduction in the number of ESL from 7,3% to 7% in 2014 is recorded.

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Especially, in such a difficult phase of the decision on the further education and career, young people and their parents or legal guardians need professional advice and assistance. The offer of youth coaching is based on the principle of voluntary participation of all parties involved and can be availed of for free. The goal is to plan the ideal next steps based on the strengths and abilities of young people and to foster the successful transition to the future professional life.

Youth coaching is also an important contribution to personal and social stabilization of young people.

Particular problems, such as family difficulties, addictions, debt, housing problems, etc. complicate the access to higher qualifications.

Young people with an immigrant background, who don't know the Austrian labor market and training opportunities, as well as young people with learning difficulties should learn to use their potential in a more targeted way through youth coaching.



## Agreement Culture

Title:	Agreement Culture		
LEVEL OF EDUCATION	Lower-secondary, upper-secondary		
Number of students	All Austrian students	Number of sessions (60')	2
Ages	10-18	Organization	Whole class
Materials/Methods	Book		
Aims	support the schools to build together an agreement culture; training of social competences, participation		
Contact School/person	<a href="https://www.bmbf.gv.at/schulen/unterricht/sp/vereinbarungskultur.html">https://www.bmbf.gv.at/schulen/unterricht/sp/vereinbarungskultur.html</a> Editor: Österreichischen Zentrum für Persönlichkeitsbildung und soziales Lernen Author: Christiane Leimer		

### DESCRIPTION / PROCEDURE:

**"The mutual respect of the school partners is the basis for promoting development."**

"Agreement" is a well-known word in the school context, but quite often it means arrangements or regulations. Basically, predetermined arrangements or rules are useful when they produce clear guidance and security, where appropriate.

The handout, "Agreement Culture" issued by ÖZEPS commissioned by the Austrian Ministry of Education in 2011, is based on the assumption, that School is a transition and crystallization point of social changes and is a space of social interaction. With the aim of social learning, methods for communication, group dynamics and participation in the classrooms should be practiced. The book provides suggestions and methods for making agreements and responsibilities at all levels and with all education partners, to establish a culture of cooperation in educational life.

Orientation is particularly important for children and adolescents. If learners are to commit to more than mere adaptation and a minimum school-performance, they need a sense of belonging. If they are involved consistently, they can be regarded as part of solutions - young people do not want to be managed, but to be actively involved in shaping their environment.

The aim of the agreement culture is to make borders visible, to develop alternatives and to define rules for social interaction at school that are accepted by all parties concerned. Agreement Culture is unthinkable without shared responsibility and therefore an important contribution to the prevention of violence.

**Contents of the handout:**

- Agreements in school -why?
- To arrange - a question of age?
- What promotes agreement culture?
- How to deal with resistance?
- How to foster values and attitudes?
- Useful structures for making agreements

In the handout many exercises and methods for teachers are presented for the implementation of the class. One of these exercises contains a detailed description of how a class community can agree on rules:

**Class rules agreement**

Topic: Class Rules.

Objective: To jointly agree on class rules and consequences.

Target group: students and teachers.

Time required: 2 hours.

**Implementation****1. Attunement (10 minutes)**

Rules are important for a good coexistence. In this exercise, everyone has the responsibility to make his/her own rules for the class. Key question: "How should we behave so that everyone feels comfortable and can learn?" (Ideally this question is written on a poster or on the chalkboard.) The main idea that accompanies the rule-making process is, "Treat others how you want to be treated."

**2. Individual work (5 to 10 minutes)**

Each student writes three rules that he / she needs to be comfortable.

**3. Small groups (40 minutes)**

The class is divided randomly in small groups with a maximum of three members. The children now have the task to each present their ideas, to discuss and to agree on joint proposals. These are then written on cards (one proposal per card).

#### **4. Plenary (30 minutes)**

The proposals of the individual small groups are now collected in the plenum and clustered together - similar proposals come in a column. For each column, a common heading is created, which reflects the content of the column. The teacher makes sure that the sentences are "I formulations" as well as short, clear and positive.

#### **5. "Quality Check" (15 minutes)**

The rules established are compared now with the areas that need to be regulated (for example: take responsibility, nonviolence, respect and mindfulness). Are they all explained clearly and adapted to the situation of the children? Do they cover all areas? Is there something missing? Depending on requirements, the rules can be reformulated; any lack of rules can be supplemented.

#### **6. Decision and ratification (15 minutes)**

The developed rules are now decided together - that can be quite a "solemn act" (a kind of signature of a contract), where one child after another makes visible and audible his/her assent to the rules just agreed on. All rules are listed on a poster and all children and the teacher sign individually (signature, fingerprint or handprint). This poster hangs in the class in a prominent position. All students can make a personal copy now.

#### **Consequences**

Once the class and its teacher agreed to the rules, each rule should be supplemented by logical consequences if there is a violation. It should be understandable for all pupils that a behavior that affects the other causes the temporary suspension of rights for the respective students. Who prevents the classmates from doing their homework, for example by constant disturbing, loses his right to learn in the classroom and has to leave the room.

This is a logical consequence to protect the rights of fellow students. The consequences should be complemented by measures that will strengthen the self-regulation and -control capabilities of those affected, so he / she can soon attend the class again. It is in any case advisable to define the consequences before the failure occurs - not only when a rule has been broken and - if possible - not in the state of emotional arousal. Posting and signing the

consequences along with the rules also promotes transparency and makes the learning environment for students predictable. Everyone knows from the beginning, what they are doing. Therefore, each student should be clear before the "ratification" of the consequences, that he himself may also be affected.

#### **Meaningful consequences...**

- are timely because they immediately follow the rules
- are known in advance and transparent by relating directly to violation
- are not belittling or humiliating and don't make anyone ridiculous
- are graduated and take into account the principle of proportionality
- are more unpleasant than compliance with the rules
- are primarily for the purpose of helping the person concerned to be able to follow the rules better in the future.

#### **COMMENTS / SUGGESTIONS:**

We can recommend very much to establish an agreement-culture in general and to elaborate group rules in the classrooms. Many dropouts have had experiences with bullying and how teachers have looked away, or even were helpless. It is worth the time to elaborate a classroom-agreement, which is drawn up by the whole class; then you have rules that you can always rely on and this contributes to the well-being of all.

The school is not only a place of knowledge-transfer, but an area of design of cooperation and the continuous development of pupils' own capabilities and social skills. These include respect and acceptance, empathy, helpfulness, confidentiality, communication and cooperation and the ability of solution-oriented thinking, particularly conflict resolution. These are all skills that are also very popular and demanded in employment.

Involvement / participation allows for a wide field of learning and the feeling of doing something important to deliver justice, to be able to develop trust and to take responsibility to act. Especially in this day and age, when the pupils / teachers are facing different cultures, values and traditions in the classroom, with the "agreement culture" they have a very handy tool.

## Second Chance School

Title:	Second Chance School		
LEVEL OF EDUCATION	upper secondary, post-secondary		
Number of students		Number of sessions (60')	individual
Ages	16-24	Organization	Whole class
Materials			
Aims	The main aim of the program is to increase the prospects of employability of every single pupil that fulfills the program, strengthen their self-confidence and equip them with the tools necessary to cope with life as self-sufficient individuals.		
Contact School/person	HagaGymnasiet, <a href="http://www.secondchanceschool.se">www.secondchanceschool.se</a>		

### DESCRIPTION / PROCEDURE:

Second Chance School is an alternative offered to pupils in the age range 16-19 that have been admitted at the introductory programs at upper secondary school level (best practices 5-9) and to young adults 20-24 that have not completed upper secondary school education and are registered as NEET (neither in employment nor in education and training).

Second Chance School offers a custom-made vocational education through apprenticeship placements in local business enterprises within the branches of interest of the pupils. Every pupil is appointed a tutor at the apprenticeship placement whose task is to guide, and step by step, pass on the knowledge of the trade to the apprentice in a structured and documented way.

The tutor is in turn offered training on how to supervise pupils with educational deficits.

The vocational training is combined with coaching, social guidance, core subjects and program specific vocational subjects, life skills (home economics, social rights and obligations, labor market orientation and work studies, and motivating measures for social change).

Second Chance School in Norrköping belongs to the European Association of Second Chance Schools, E2C-Europe, and through its networking and project activities with partner schools in Europe pupils are offered short-term apprenticeship placements abroad as means of enhancing language and professional skills. The pupils also participate in the annual "Youth Summit" together with participants from all other Second Chance Schools across Europe.

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The program is adapted to individual circumstances, qualifications and levels of proficiency and its length varies from one pupil to other. Statistics from the program show however that the average length is more or less two years. The latest statistics also show a rate of completion of 100 %, out of which 55 % are employed and 32 % have opted for further studies. Out of the remaining 13 % some are on parental leave, some are unemployed and still others are no longer residents of the municipality of Norrköping.

### Transitional classes at upper-secondary schools

Title:	Transitional classes at upper-secondary schools (Übergangsstufe an weiterführenden Schulen)		
LEVEL OF EDUCATION	upper-secondary		
Number of students	-	Number of sessions (60')	-
Ages	14 – 16	Organization	whole class
Materials	-		
Aims	It aims at reducing learning deficits of adolescents, in order to enable them to attend an upper-secondary school. <sup>34</sup>		
Contact School/person	Principals at schools offering transitional classes		

#### DESCRIPTION / PROCEDURE:

*Allgemeinbildende Höhere Schulen* (AHS) (Academic Secondary schools), *Berufsbildende Mittlere Schulen* (BMS) (Secondary technical and vocational schools), and *Berufsbildende Höhere Schulen* (BHS) (Colleges for Higher Vocational Education) on various sites in Austria offer students the possibility to visit a transition level to compensate learning deficits. This is aimed at students who finished either a *Neue Mittelschule* (NMS) (new secondary school) or a *Polytechnische Schule* (PTS) (pre-vocational school) and want to join an upper-secondary school, but do not meet the set requirements at this point of time. To cover these deficits a transition class is formed, in which students receive support in German, mathematics and English to meet the requirements of the school they plan to visit. The duration of the course amounts to one year. After successful completion the students are allowed to visit the educational facility's first grade.<sup>35</sup>

#### COMMENTS / SUGGESTIONS:

Ainz et al. (2015)<sup>36</sup> observed that the transitional class had a positive effect on students. 72% of the pupils, who stayed at the school and visited the first grade afterwards, were able to complete it successfully.

<sup>34</sup> see Koordinationsstelle (2016): Übergangsstufe. Available online at [http://www.koordinationsstelle.at/wp-content/uploads/2016/02/infoblatt\\_uebergangsstufe.pdf](http://www.koordinationsstelle.at/wp-content/uploads/2016/02/infoblatt_uebergangsstufe.pdf), retrieved 06.04.2016.

<sup>35</sup> see *ibid.*

<sup>36</sup> see Ainz, Gerhard; Beiglböck, Sebastian; Keringer, Florian (2015): Begleitende Bewertung der Interventionen des Europäischen Sozialfonds Österreich 2007-2013. Evaluierung von Schulmaßnahmen: Verminderung der Drop-Out-Rate in der 9. Schulstufe,

## Learning to catch on

Title:	Learning to catch on (Lernen macht Schule)		
LEVEL OF EDUCATION	primary, lower-secondary, upper-secondary		
Number of students	-	Number of sessions (60')	2 to 3 hours per week
Ages	from the age of 6	Organization	individual
Materials	-		
Aims	Educational opportunities of children and youth with low socio-economic background should be increased. <sup>37</sup>		
Contact School/person	<a href="http://www.lernen-macht-schule.at/">http://www.lernen-macht-schule.at/</a>		

### DESCRIPTION / PROCEDURE:

The initiative *Lernen macht Schule* was founded by the Caritas Vienna, the *Wirtschaftsuniversität Wien* (Vienna University of Economics and Business) and the REWE International AG. Since October 2010, volunteers in a program called Volunteering@WU from the Vienna University of Economics and Business support children with social disadvantages as so-called „Study-Buddies“. The target group includes children from either financially weaker families or families who recently moved to Austria, as well as children who have limited German skills or want to get more involved with society. Meetings between “Study-Buddies“ and the children happen on a weekly basis at least over the course of a whole semester. Next to learning support, the commonly planned spare time plays an important part. The “Study-Buddies“ help the children and youth to develop their personalities. To prepare the volunteers for their task they receive ongoing supervision by experienced workers from the Caritas Vienna, as well as a course over a couple of days in which they receive basic education on the topic. Furthermore, they can enrol practice courses and come along on field trips.<sup>38</sup>

Übergangsstufe für Berufsbildende Mittlere und Höhere Schulen, Nachholen von Bildungsabschlüssen – erweiterte Bildungsangebote für Berufstätige. Endbericht. Wien/Salzburg/Potsdam/Linz: BMASK. Available online at [http://www.esf.at/esf/wp-content/uploads/Endbericht\\_Schulmassnahmen\\_40.pdf](http://www.esf.at/esf/wp-content/uploads/Endbericht_Schulmassnahmen_40.pdf), retrieved 07.04.2016.

<sup>37</sup> See Lernen-macht-Schule (n.d.): Die Initiative. Available online at <http://www.lernen-macht-schule.at/initiative.html>, retrieved 07.04.2016.

<sup>38</sup> See *ibid.*; WU Wien (2016): Volunteering@WU - Infoblatt. Lernbuddy-Programm: Sommersemester 2016. Wirtschaftsuniversität Wien. Available online at [https://www.wu.ac.at/fileadmin/wu/h/students/bachelorstudents/volunteering/Infoblatt\\_Lernbuddy\\_2016.pdf](https://www.wu.ac.at/fileadmin/wu/h/students/bachelorstudents/volunteering/Infoblatt_Lernbuddy_2016.pdf), retrieved 07.04.2016.; WU Wien (n.d.): Lernen macht Schule. Ziel & Zielgruppen. Wirtschaftsuniversität Wien. Available online at <https://www.wu.ac.at/studierende/bachelorguide/foerderprogramme/volunteeringwu/lernen-macht-schule/ziel-zielgruppen/>, retrieved 07.04.2016.



## Entrepreneurial initiatives workshop

Title:	Entrepreneurial initiatives workshop		
LEVEL OF EDUCATION	upper-secondary, post-secondary non-tertiary		
Number of students	5 to 25	Number of sessions (60')	30 approx.
Ages	Over 14	Organization	Small groups
Materials			
Aims	<ul style="list-style-type: none"> <li>• Acquire a deeper knowledge on economic and productive means</li> <li>• Involve students who are least interested in academic contents with activities they find more attractive, while they can learn how the companies in their context work.</li> <li>• Foster entrepreneurship.</li> </ul>		
Contact School/person			

### DESCRIPTION / PROCEDURE:

1. An introductory analysis is carried out, taking into consideration the primary, secondary and tertiary sectors of the region.
2. All students accompanied by teachers visit one or two companies, which are set as examples and where the students can see different business opportunities.
3. Each student chooses a company (from the sector they like most or from the sector they find it likely to be more successful in their region), with the intention of making a study of the business possibilities of such sector and / or the chances students have to work in that sector in the near future or even to set up a similar company.
4. The teacher acts as a guide for students, and gives advice on the guidelines to follow by students in their studies.
5. It is likely that the student may spend a week at home (without going to school) to focus on his/her study. During this time students may visit the company. In this case the teacher may visit the student and his/her family at home to provide guidance with his/her work.
6. Some external companies will visit the students in the classroom to explain how the idea of setting up the company originated, what difficulties were found, etc...
7. Finally, students present their projects to the rest of the class.
8. Projects are evaluated from different points of view and with a transversal academic perspective: language, mathematics, geography ...

### COMMENTS / SUGGESTIONS:

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This workshop is aimed primarily at students who are less interested in school life and who are at a greater risk of dropping out from school, in order to start working without even having any basic qualifications.

The ultimate intention of this workshop is to make training in schools more attractive for little motivated students.

The centre where this workshop was tested is located in a rural environment and where the agricultural and livestock sectors are predominant.

### *The food company*

Title:	The food company		
LEVEL OF EDUCATION	Secondary and VET.		
Number of students	60	Number of sessions (60')	undefined
Ages	15-55	Organization	Whole class
Materials	Skilled trades: <ul style="list-style-type: none"> <li>• Marketing: social media, digital material and photocopies.</li> <li>• Textile: Material and different textiles and fabrics</li> <li>• Cooking: cooking ingredients, machinery and kitchen utensils.</li> <li>• Food Industries: measurement and analysis utensils.</li> </ul>		
Aims	Motivating students with a project based activity which will be focused on creating a business that will allow them to implement experiments.		
Contact School/person	Contact Info: CIFP PASEO DAS PONTES (Rúa San Pedro de Mezonzo, 4. A Coruña-15004 Spain. Tf 034 981160196) Noa González Patiño María Trinidad Torreiro		

#### **DESCRIPTION / PROCEDURE:**

Project designed to create a fictitious company that produces and sales food, through subcontracted companies of other trades/fields.

The objective of the project is to let students have a deeper view into:

- The importance of teamwork, undertaking collaboration, cooperation and decision-making roles.
- Promoting participation, delegation, communication and negotiation.
- Fighting against school leaving by motivating students who are having little success with their educational achievements or who do not have the necessary abilities for social integration.
- Creating initiatives that will encourage career opportunities.

This project is about creating and starting an imaginary food selling business in collaboration with other companies from different sectors, and also about handling different important everyday issues: marketing, logistics, decoration, textile arrangements or nutritional labelling.

The main target is for students to first-hand experiment the process of becoming entrepreneurs, by which they can show their professional abilities.

One of the major aims of this project was to motivate students to participate in **team work**. The whole class is divided into different work groups which are made up according to the different parts of the business and where each student is given a specific role. The fact of having students from different levels and areas of expertise will help improve their **coexistence**.

Thanks to this program students who are susceptible to academic exclusion or who are generally less successful in a traditional class feel that they belong to a group and are much more **motivated**.

On the other hand, this project includes all the skills needed to start a business such as: social abilities, creativity, innovation, self-esteem and proactive attitudes.

#### COMMENTS / SUGGESTIONS:

This is a prize winner project in the “Coruña Emprende 2” contest, organized by the Regional Department of Culture and Education in Galicia (Spain). It was also given a grant by the Alcoa Foundation.

## Plug in

Title:	Plug in		
LEVEL OF EDUCATION	upper secondary, post secondary		
Number of students		Number of sessions (60')	individual
Ages	16-19	Organization	
Materials			
Aims	This National initiative aims to prevent drop outs in upper-secondary school.		
Contact School/person	<a href="http://www.plugininnovation.se/region/region-ostergotland">http://www.plugininnovation.se/region/region-ostergotland</a>		

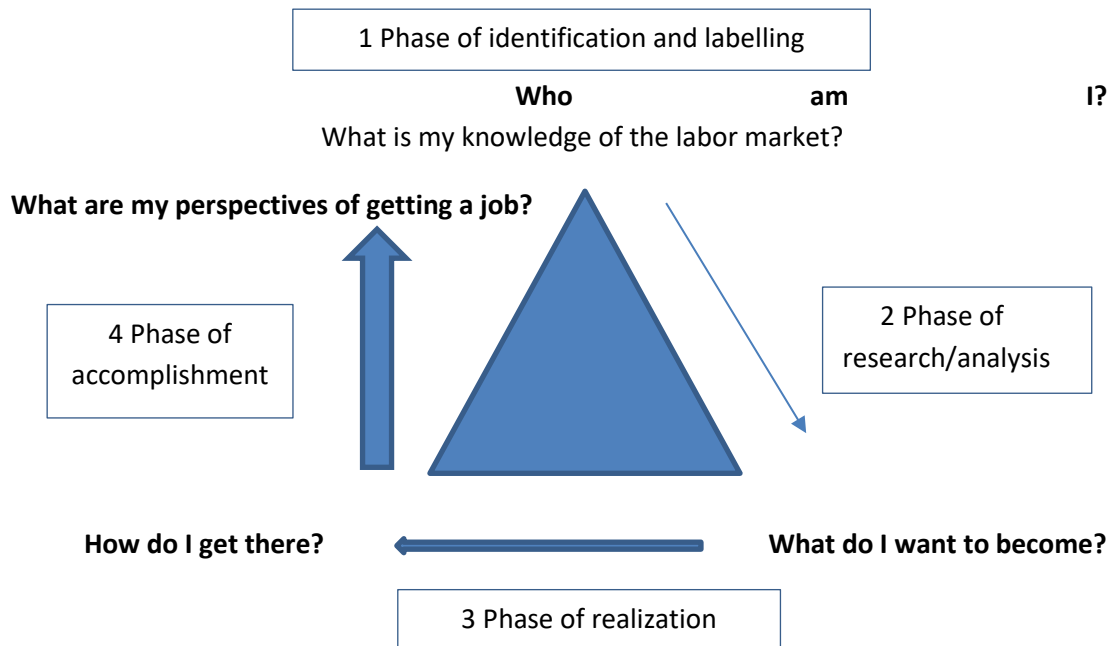
### DESCRIPTION / PROCEDURE:

*Plug In 2.0* is the second consecutive project run at national level by the Swedish Association of Local Authorities and Regions with funding from the European Social Fund. The second round of the project was initiated in 2015 and will run for 2 years in collaboration between eight Swedish regions.

In Norrköping the focus has been on providing continuous professional development addressing the needs of staffs involved in the educational paths of pupils at risk of becoming early school leavers, the aim being to provide an overall understanding of SNE-matters, shape mutual and formative means of assessment and suggest alternative study pathways that prevent pupils from disrupting their studies or dropping out of school. In all, the project aims at creating improved means of reception of all pupils at upper secondary school level.

Three different working models, all aiming at increasing pupil awareness of own employability prospects and matters referring to the regional labor market, have been identified. The activities of the project are organized in close cooperation with principals, study guidance/career counsellors of upper secondary school and teaching staff.

The project starts off with a phase of counselling aimed at identifying and labeling of the self (the pupil) and his/her knowledge of regional and national labor market. It is a threefold model that starts off from the current situation of every single pupil, passes through a phase of research and analysis aimed at providing tools and instruments for realization. The job platforms of the regional job centres constitute together with counselling and educational guidance instruments the tools at disposal for continuing development and enhanced knowledge of pupils' prospects of employability.



This line of work, combining theoretical and practical approaches will help identify educational pathways that are not aligned with pupils' predisposition and interests for the trade of choice, and help find new educational pathways in which the risk of abandoning school are substantially less than before.

## #METOO

Title:	#METOO (#jagmed)		
LEVEL OF EDUCATION	upper secondary, post secondary		
Number of students	800 between 2015-2018	Number of sessions (60')	individual
Ages	15-24	Organization	
Materials	Coaching, individual action plans		
Aims	This regional initiative aims to reach young people either at risk of ESL or belonging to the NEET group providing coaching etc in order to counteract early school abandon.		
Contact School/person			

### DESCRIPTION / PROCEDURE:

The project **#METOO** is a regional initiative funded partly by the European Social Fund partly by the 11 municipalities involved in the project. The actors involved in these projects are besides educational authorities, the regional employment offices and the local job centres (Arbetsförmedlingen), the regional social insurance offices (Försäkringskassan), the regional coordinating federation (Samordningsförbundet), the County Council (Länsstyrelsen) and branch organizations in the participating municipalities.

The project was approved in September 2015 and will end in December 2018. The goals of the projects are to catch every 15-24 year-old youth either at risk of early school leaving or belonging to the NEET group (neither employed nor in education and training), provide means of reflection and coaching, propose alternative and feasible educational paths and flexible pedagogical approaches, establish new educational goals, test, follow-up and evaluate the results.

The proposed alternative educational paths aim at keeping all pupils in school and at motivating them to complete their studies. Those who have already abandoned their course of studies are invited to return to school, offered motivating measures aimed at enhancing self-confidence and a trustworthy feeling that they also have an obvious place either in school or on the job market.

Another focus area is the improvement of awareness and conscious choices when applying for intake at upper secondary school level. The choice of program is for a vast majority of the pupils gender-based and there is a need for guidance and coaching on new mindsets being adopted by the pupils.

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A number of indicators have been chosen to initiate the activities of the project # jagmed. The first visible indicators of non-compliance with the pace of studies and the potential risks of early school leaving are the rates of non-justified absenteeism.

Other indicators of non-compliance are lack of achievement, behavioural disorders, neuropsychiatric impairments and unfavourable home circumstances.

To come to terms with lacks of achievement and motivation, the department of education has now decided to assign a local coordinator for the project # jagmed and to appoint three social pedagogues to work with coaching, motivating measures and guidance in the upper secondary schools of the municipality, the aim being to coach and motivate the pupils to remain in school, find flexible educational paths and counteract early school leaving.



## Learning Coffee Houses

Title:	Learning Coffee Houses (Lerncafés)		
LEVEL OF EDUCATION	primary, lower-secondary		
Number of students	about 1000 in Austria	Number of sessions (60')	3 to 4 times per week
Ages	6 – 15	Organization	groups
Materials	-		
Aims	Youth should overcome learning deficits, acquire basic knowledge and develop joy for learning, in order to be able to successfully graduate from school. Furthermore <i>Lerncafés</i> aim at promoting talents as well as developing self-, social and language competences. <sup>39</sup>		
Contact School/person	<a href="https://www.caritas.at/hilfe-beratung/migrantinnen-fluechtlinge/integration-bildung/lerncafes/">https://www.caritas.at/hilfe-beratung/migrantinnen-fluechtlinge/integration-bildung/lerncafes/</a>		

### DESCRIPTION / PROCEDURE:

350 volunteers work in 43 *Lerncafés* all over Austria. The free learning support and afternoon childcare is offered by the Caritas Austria. Children in socially disadvantaged families with lower financial possibilities, lower educational background or flawed knowledge of the German language are the target audience. The only premise to join is that the children have to visit the facility regularly - at least on two afternoons per week. During this time the children complete their homework, study or they spend time on common leisure activities. Other focuses are a healthy lunch and the inclusion of parents, for example in the manner of regular parents' evenings.<sup>40</sup>

<sup>39</sup> see Caritas (n.d.): Lerncafé Salzburg und Zell am See. Caritas Salzburg. Available online at <https://www.caritas-salzburg.at/hilfe-angebote/starthilfe-und-bildung/lerncafe/>, last checked on 07.04.2016.

<sup>40</sup> see *ibid.*; Caritas (n.d.): Unterstützung beim Lernen. Available online at <https://www.caritas.at/hilfe-beratung/migrantinnen-fluechtlinge/integration-bildung/lerncafes/>, retrieved 07.04.2016.

## Life Kinetik

Title:	Life Kinetik		
LEVEL OF EDUCATION	applicable at all levels of education		
Number of students	-	Number of sessions (60')	-
Ages	applicable at all ages	Organization	-
Materials	-		
Aims	The aim is to increase mental performance through physical exercises. <sup>41</sup>		
Contact School/person	<a href="http://www.sz-ybbs.ac.at/~sz-ybbs/sz-plus/life-kinetik/">http://www.sz-ybbs.ac.at/~sz-ybbs/sz-plus/life-kinetik/</a>		

### DESCRIPTION / PROCEDURE:

Life Kinetik is a form of training developed by Horst Lutz in Germany, which is also being used more and more in Austria. Visual and coordinative tasks support the formation of new links between brain cells to improve mental receptiveness, power of concentration and mental performance. Furthermore, it promotes creativity and raises the resistance to stress. As opposed to other physical activities, Life Kinetik is not about automatising courses of motion, but about constantly setting new challenges to improve the possibilities of action in different situations.<sup>42</sup>

The school centre Ybbs offers an example on how to implement Life Kinetik at schools: Since February 2013 there is a daily 10-minute exercise-break featuring Life Kinetik. Therefore, 40 teachers have been trained as Life Kinetik school coaches.<sup>43</sup>

### COMMENTS / SUGGESTIONS:

A study from Grünke (2011)<sup>44</sup> shows, that Life Kinetik-Trainings benefit children with learning deficits positively in regards of attention span as well as intelligence level.

<sup>41</sup> see Lutz, Horst; Bauer, Josef (2009): Life Kinetik - einfach und genial. sportlich, spaßig, sensationell. Available online at <http://www.lifekinetik.de/fileadmin/pdf/LifeKinetik-Prospekt-2009.pdf>, retrieved 05.04.2016.

<sup>42</sup> see ibid.

<sup>43</sup> see SZ-Ybbs (n.d.): Life Kinetik. Life Kinetik - was ist das? Available online at <http://www.sz-ybbs.ac.at/~sz-ybbs/sz-plus/life-kinetik/>, retrieved 07.04.2016.

<sup>44</sup> see Grünke, Matthias (2011): Die Effekte des Life Kinetik-Trainings auf die Aufmerksamkeits- und die Fluide Intelligenzleistung von Kindern mit gravierenden Lernproblemen. In: *Heilpädagogische Forschung* XXXVII (1), pp. 2–12.

***Cultural Olympics: "Knowledge has a reward"***

Title:	Cultural Olympics: "Knowledge has a reward".		
LEVEL OF EDUCATION	Lower secondary, upper-secondary, post-secondary, vocational training.		
Number of students	Undefined	Number of sessions (60')	Undefined
Ages	From 12 to 20	Organization	Teams of 5 students. In each team there should be at least 1 student of Lower Secondary Education or lower VET, 2 students of Upper Secondary Education and 2 of Upper VET non tertiary.
Materials	Batches of questions of different sorts, created by the academic departments of IES Fernando Blanco.		
Aims	<p>To promote the feeling of belonging to a group.</p> <p>To integrate students of different educational levels and foster activities among them.</p> <p>To promote the participation of students with learning difficulties or with misbehaviour problems.</p> <p>To learn to work in a team.</p>		
Contact School/person	<p>IES Fernando Blanco, Avenida Fernando Blanco 99 – Cee (15270-A Coruña) Spain. Phone +034 981745350</p> <p>Contact person: Consuelo Trillo Lago</p> <p>Position: head mistress</p>		

**DESCRIPTION / PROCEDURE:**

- The Cultural Olympics "Knowledge has a reward" is a contest where heterogeneous teams compete. Teams are formed by 5 students from different educational levels (at least 1 student of Lower Secondary Education or lower VET, 2 students of Upper Secondary Education and 2 more of Upper VET non tertiary).
- The questions can be of any academic subject and educational level so that each member of the team has a dominant role in a specific area of knowledge; therefore, everyone feels valued.
- Different heats take place until there are three finalist teams left. Several mini-leagues can be made, depending on the number of teams.
- In the pre-final, three teams compete with the usual question format, out of which two finalists come about. These two teams go on competing against each other, but under a debate format.

- The three winning teams have a cash prize.
- The other teams also get a smaller prize.
- In the final there are also musical performances together with the competition.

**COMMENTS / SUGGESTIONS:**

One of the outstanding features of this activity is the fact that it tries to integrate into the teams those students with low performance in the class and students with behavioural problems or relationship disorders.

Besides, the questions try to cover an extensive range of topics that respond to the widest possible scope of interests in participants, so that not only the students with good academic records can answer the questions; those students with lower performance but with different interests can also be an integral part of the teams.

The cost of the event is the responsibility of a local company that collaborates regularly with the secondary school.

***Enterprising: mini-entrepreneurship***

Title:	Enterprising: mini-entrepreneurship		
LEVEL OF EDUCATION	Dual Basic Vocational Training		
Number of students	11	Number of sessions (60')	100
Ages	16-17 years old	Organization	Whole class
Materials	On the web		
Aims	Encourage students creativity, self-esteem and entrepreneur spirit.		
Contact School/person	IES de Sabón. Arteixo (A Coruña) - SPAIN		

**DESCRIPTION / PROCEDURE:**

The purpose “Enterprising” project’s is to develop the entrepreneurial skills of students by teaching them to collaborate and build the necessary ability to conduct business. Students work on a web based modules to complete their assignments.

This project includes an active and participant role of students in a mock business. Students will show their progress in teamwork, self-esteem, creativity, and entrepreneurial spirit.

Students who are prone to academic exclusion and are generally less successful in a traditional classroom setting are more likely to succeed. Students learn responsibility and the core values of running a successful business. They put all of the above mentioned skills into practice in a constructive way by combining LKTs Learning and Knowledge Technologies and ICTs (Information and Communications Technologies)

The use of technology will enforce “Thinking Based Learning” and produce digital citizens of the 21st century. This method invokes innovative and interesting ways for students to reconnect with the educational system and provides them with an opportunity to demonstrate their talents in a modern and pragmatic way.

As a result students will learn all the necessary problem solving skills. On the other hand, with this (ABP) formula they will be able to apply linguistics into philosophy for a entrepreneurs class.

This project was designed to:

- create virtual businesses,
- encourage students to start their own business,
- inspire creativity,
- foster team work and entrepreneurial spirit.

Nine local companies participated in the project as well as the mayor's office of Arteixo. Their aim is to continue promoting these types of projects and facilitate future career paths.

### COMMENTS / SUGGESTIONS:

#### FINAL EVALUATION AND CONCLUSIONS

The staff pointed out the positive outcome on the integration of this (PBL – Project Based Learning) practice with the teaching system. It had a very positive effect on students. They were able to successfully change the methodology of work towards a more group oriented “hands on” type of learning.

This project was a great challenge for both students and teachers. This was a first time opportunity for students to face and create a virtual business and collective work.

The results were fantastic: students were fully integrated and helping one another.

Teachers played a very important role in this experimental project guiding students in their journey. Together they advanced positively towards building their personal learning environment and connecting with the educational system.

As a sample of the good audience this project had, just mention that one of the webs created received over 15,000 visits.

#### EVALUATION INDICATORS

Members of the teaching staff developed a section to evaluate the students' work both in general areas and in those specific to the project. This will help teachers to evaluate the individual progress of each student. They also developed a survey for the participants to fill out once the project was finished.

*“This project was characterized by the integration of practical skills for a group of students with the risk of dropping out. This enabled them to maintain a system that facilitates qualified insertion in the work sphere”*

- This project was award-winning mention: “III Premio Nacional Fundación GSD de Innovación Educativa”. 2015
- A proven experience that contributed to fight against early school leaving.

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**REFERENCES AND MENTIONS ON THE WEB:**

<http://goo.gl/lbq5nV>

<http://goo.gl/Rdkwyg>

<http://www.gsdinnova.com/>

<http://goo.gl/RExkwh>

<https://goo.gl/CRKuVW>

<https://goo.gl/IDEsTs>

<https://goo.gl/1laQFr>

<https://goo.gl/XDq3Kd>

<http://www.edu.xunta.es/portal/node/17830>

[http://www.gsdinnova.com/?page\\_id=773](http://www.gsdinnova.com/?page_id=773)

<https://soundcloud.com/proxecto-ra-1/audio>

<http://www.healthy-es.com/>

<http://1up-style.com/index.html>

### *The Seeds of the Future (Entrepreneurial learning)*

Title:	The seeds of the future (Entrepreneurial learning)		
LEVEL OF EDUCATION	Compulsory school level		
Number of students		Number of sessions (60')	individual
Ages		Organization	
Materials			
Aims	The project aims to educate school staff at all levels in entrepreneurial learning.		
Contact School/person	<a href="http://www.framtidsfron.se/">http://www.framtidsfron.se/</a>		

#### **DESCRIPTION / PROCEDURE:**

The decisive factors for entrepreneurial learning to occur in school settings are the directives provided at highest municipal level (the departments of education) passed on to school principals, teaching staff, pupils and the local business community. Clear guidelines and priorities from top down are a prerequisite for success. A climate of trust between school and the world of business is also a necessity for the development of entrepreneurial learning. It is important to inform business entrepreneurs about what entrepreneurial learning represents and create good links between school and the near business environment.

Within the region of Östergötland the organization **The Seeds of the Future** is currently working with the implementation of entrepreneurial learning at compulsory school level. Their task is to help schools identify and document own goals, arrange joint in-service training for principals and staff and create mentoring programs in which principals, pedagogical staff and regional business entrepreneurs are represented. This line of work creates a mutual understanding of reciprocal needs and favorable conditions for cooperation and development.

Entrepreneurial learning is considered as a mindset of how to conduct teaching and developing students' entrepreneurial abilities. This means, among other things, that pupils get the impression of being collaborators and not only recipients in their learning process and that what is being taught is relevant and connected to their local context. It also means that students can be engaged in projects that go beyond the classroom environment. The tasks are open and creative and the main driving force is that you are doing something that is "for real".



### Junior Achievement Sweden (Entrepreneurial learning)

Title:	Junior Achievement Sweden (Entrepreneurial learning / Ung Företagsamhet)		
LEVEL OF EDUCATION	Upper secondary		
Number of students	27 500 (nationwide)	Number of sessions (60')	Not defined
Ages	16-20	Organization	Not defined
Materials			
Aims	The aims of the program is to stimulate creativity and entrepreneurship, give students insight into business conditions and driving forces and to raise awareness of the importance of entrepreneurship.		
Contact School/person	<a href="http://www.ungforetagsamhet.se/om-oss/about-junior-achievement-sweden">http://www.ungforetagsamhet.se/om-oss/about-junior-achievement-sweden</a>		

#### DESCRIPTION / PROCEDURE:

The nation-wide organization **Junior Achievement Sweden** offers pupils in the age range 16-20 opportunities to run a company of their own for educational purposes during one year at upper secondary school level. The concept has been developed together with educational authorities and is nowadays validated as part of the educational project for those pupils that participate.

Pupils with a special interest in entrepreneurial matters and a will to run a company of their own, need to elaborate their own business concept, create a business plan, carry out a market survey and procure initial capital by putting up risk capital shares to sale.

The **Junior Achievement Sweden** provides support to pupils that wish to create their own business company as well as to teachers that supervise the process. During the course of one school year pupils are given the opportunity to train their problem solving capacity, their ability to cooperate, and how to manage and assume responsibility for decision-making.

They also provide introductory in-service training for teachers aimed at developing an understanding of entrepreneurship matters and at providing tools that enhance the skills of educational staff referred to entrepreneurial learning.

To get a certification and be allowed to participate in the activities proposed by the **Junior Achievement Sweden** pupils need to register their own business in the **Junior Achievement Sweden** platform at the beginning of the school year. Thereafter, the operations of the company are allowed to start with the production and/or service development, marketing,

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sales and financial accounting. The main purpose is not for the company to make profit, but for the pupils to develop an entrepreneurial spirit and acquire entrepreneurship skills.

Young entrepreneurs are also invited to participate in regional and national competitions that constitute incitements for pupils to identify needs and find innovative solutions in a whole range of different branches of industry or commerce.

As a complement to the national initiative **Junior Achievement Sweden, Enterprise without Borders** provides global perspectives of commerce and trade through international cooperation.

For the moment being, there are some 27 500 pupils of upper secondary school all over Sweden involved in Entrepreneurial Learning.

## School Truancy Officer

Title:	School Truancy Officer (Schulschwänz-Beauftragter)		
LEVEL OF EDUCATION	primary, lower-secondary, upper-secondary		
Number of students	-	Number of sessions (60')	-
Ages	6 – 19	Organization	-
Materials	-		
Aims	The aim is to reduce school absenteeism and thus school dropout.		
Contact School/person	Horst Tschakner Stadtschulrat für Wien (Vienna Board of Education) <a href="https://www.wien.gv.at/bildung-forschung/schulschwaenz-beauftragter.html">https://www.wien.gv.at/bildung-forschung/schulschwaenz-beauftragter.html</a>		

### DESCRIPTION / PROCEDURE:

In Vienna, the *Stadtschulrat* (Vienna Board of Education) offers a contact point for students, parents, principals and teachers, who are confronted with school absenteeism. The so-called *Schulschwänz-Beauftragter* is an experienced teacher, who is responsible for the following tasks: information and legal advice for students, parents and teachers; research on international practices and data acquisition; development of guidelines and support offerings for affected persons, as well as building networks between school partners.<sup>45</sup>

<sup>45</sup> see Stadt Wien (n.d.): Schulschwänz-Beauftragter für Wien. Available online at <https://www.wien.gv.at/bildung-forschung/schulschwaenz-beauftragter.html>, retrieved 09.04.2016.

## Responsible Education Program (Emotional learning)

Title:	Responsible education program (Emotional learning)		
LEVEL OF EDUCATION	Pre-primary, Primary and Secondary Education		
Number of students	60 per school	Number of sessions (60')	6 hours per trimester, working with the program resources in class during three academic years.
Ages	3-18 years old	Organization	Whole class, groups
Materials	<ul style="list-style-type: none"> <li>Resources from Responsible Education Program (Fundación Botín)</li> <li>Online courses using the platform available at Fundación Botín website.</li> <li>Face-to-face training at schools participating.</li> </ul>		
Aims	<ul style="list-style-type: none"> <li>Enhance all-round development: physical, emotional, intellectual and social aspects.</li> <li>Promote communication and improve the atmosphere of the educational centres thanks to the work of teachers, students and families.</li> <li>Develop children's creativity through Arts and the emotions that they produce.</li> </ul>		
Contact School/person	CEIP Sofía Casanova. Vilaboa. Culleredo. A Coruña		

### DESCRIPTION / PROCEDURE:

The Program is currently implemented in 183 schools all over the country, 15 of them in Galicia, and helps students to:

- Get to know and trust one another and improve their self-esteem.
- Understand each other's needs and increase empathy,
- Recognize feelings, express emotions and ideas and develop self-control.
- Promote universal values and learn how to take responsible decisions,
- Value and look after their health and reject different substances or unhealthy habits.
- Improve their social and communication skills, assertiveness and psychological resilience.
- Develop children's creativity through Arts: plastic arts, cinema, dance, literature, music and drama.

## *ProxectoTERRA*

Title:	ProxectoTERRA		
LEVEL OF EDUCATION	Pre-primary, primary, lower-secondary, upper-secondary		
Number of students	Whole class	Number of sessions (60')	
Ages	3-18	Organization	Whole class
Materials	Workbooks for students with different types of documents (comics, puzzles, stories) and audio-visual materials (films, games, documentaries, songs)		
Aims	Provide teachers of different educational levels with pedagogical supports in order to improve students motivation and pedagogical inclusion		
Contact School/person	<a href="http://proxectoterra.coag.es/">http://proxectoterra.coag.es/</a>		

### DESCRIPTION / PROCEDURE:

The main aim of this pedagogical project is to provide students with different ways of learning and studying spatial and geographical subjects, such as territorial management and spatial organisation of the locality they are living in. Teachers can use these didactic materials in different ways according to student's needs. By applying this project is possible to improve student's motivation and deal with different learning rhythms, consequently not only early school living rates can be reduce, but also educational inclusion could be promote at schools. Educational visits to places worked in classroom can be organized in order to complete these pedagogical projects and improve student's motivation. Teachers interested in this project can use these materials by downloading them through the Project website. <http://proxectoterra.coag.es/>

### COMMENTS / SUGGESTIONS

One of the most positive aspects of this didactical project is the possibility of teaching socio-spatial problems in an attractive and realistic way for students with difficulties learning and low rates of school motivation. Emotions and personal experiences of students are been taking into account in classroom, consequently their motivation and implication can be more and more increased and furthermore academic results will be improved.

*In-service training, continuous professional development & collaborative learning*

Title:	In-service training, continuous professional development and collaborative learning		
LEVEL OF EDUCATION	upper secondary level		
Number of students		Number of sessions (60')	
Ages		Organization	
Materials			
Aims	to grant continuous didactic development of the teaching profession.		
Contact School/person			

**DESCRIPTION / PROCEDURE:**

In order to provide sustainable structures for continuous professional development, the municipality of Norrköping has created subject specific focus groups for most subjects taught at upper secondary level, the aim being to grant continuous didactic development of the teaching profession.

The focus groups are constituted by selected teachers in the subject area they teach, representing the conglomerate of municipal schools. Their task is to keep track of the latest findings of research within the subject area taught, follow-up new didactic approaches, introduce new teaching materials, and spread them to the work teams of their respective schools.

One might say that this is an example of collaborative learning in which teachers who excel help others develop skills and abilities within their respective subject area through means of dissemination to the local work teams of the schools. The local work teams on their turn meet on a weekly basis, which constitutes a means of development of staffs and subject areas inside each school.

Another area of development of the teacher profession concerns matters referring to AFL (Assessment for Learning). AFL is a process that visualizes a formative approach to learning that aims at improving teachers' competences on the one hand and on involving and visualizing learning processes amongst pupils on the other.

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The process has a deep focus on identified development areas and comprises an analysis of the preconditions for learning, the individual development goals of the teachers a whole range of is sustained by the theories of Dylan William, Paul Black, John Hattie, Helen Timperley, Anders Jönsson and Christian Lundahl.

As part of development initiatives aimed at achieving better school results and at approaching subject areas from a scientific perspective the government has taken a national initiative under which exceptional teachers trained for the topic have been assigned the task to guide colleagues in their own school.

This has represented an opportunity for selected teachers to combine teaching and research in their respective subjects and to propose innovative approaches to teaching.

## White Feather

Title:	White Feather		
LEVEL OF EDUCATION	First through eighth level		
Number of students	1285 schools	Number of sessions (60')	different
Ages	6-14	Organization	Whole class
Materials	"Fistless-Box"		
Aims	Prevention of violence at schools		
Contact School/person	<a href="https://www.bmbf.gv.at/schulen/pwi/pa/weissefeder.html">https://www.bmbf.gv.at/schulen/pwi/pa/weissefeder.html</a>		

### DESCRIPTION / PROCEDURE:



The initiative "White Feather - Together for fairness and against violence" was launched by Education Minister Claudia Schmied in 2007 and has a visible sign: The "White Feather". It is a sign that violence should have no place in the life of young people and finally in our society. Increasing violence is a problem that the school cannot cope with alone. Starting from the basic attitude that all children and adolescents have a right to a safe and violence-free life, the white feather involves all people acting - students, teachers and the parents.

Three central aims have been formulated:

1. Support of sensitivity for and knowledge about the different forms of violence.
2. To promote social and soft skills as well as competences in dealing with violence.
3. Support of self-responsibility and civil courage

The "White Feather" is applying two practical programs proven to prevent violence: "Fistless" at elementary schools and the "Vienna Social Competence Scheme" for the 5th to 8th grades.

### **Fistless**

The concept of "Fistless" assumes that anger and rage belong to every human being's life. The sooner the individual learns to express these emotions, without being reckless or violent, the better. A central component of the program is the "Fistless-Box" containing materials for 51 lessons. All interested elementary school teachers can request it from the ministry of education.



### **The Vienna social skills program**

Within the "Vienna social skills program", or "WiSK" for short, the whole school is involved in measures to prevent violence: the head teacher and teachers as well as students and parents. 80% of teachers of a school have to agree to the implementation, which is supported by so-called "WiSK companions". These are trained at the University of Vienna to fulfil this special task. Core of the program is the "WiSK class project", in which pupils can develop projects on alternatives to aggressive behaviour and implement them in their class to prevent violence. WiSK is intended to convey that violent behaviour is not tolerated: young people shall learn to act the right way instead of just looking away if they observe violence in their class or school. Teachers have to be aware of their function as role models. Several scientific surveys report that WiSK produces the desired positive effects.

To encourage schools to join the program, the "Fairness Award" was launched. It is awarded to schools that implement extraordinary projects to prevent violence.

To promote the white feather, various marketing materials such as stickers, balloons and postcards were designed and distributed. Everyone in this country can take a stand against youth violence by wearing the "white feather" button as an ambassador of non-violence.

### **Class agreement against violence**

"I want to go to school with pleasure and without fear. I will therefore not intimidate, attack, insult or exclude others, either personally through social media or by phone. I know what violence and bullying is, that victims suffer under it and I will therefore also be active when others are bullied. I commit myself not to resolve conflicts in the class community and in the breaks with violence, threats or insults."

### **COMMENTS / SUGGESTIONS:**

This program was launched in 2007 and has been very successful in Austria. Violence prevention must start as early as possible in order to establish non-violent behaviors. This can only work if it is set to co-operation at the same level and not on punishment. Bullying experiences in school have a strong impact on school absenteeism and subsequent school dropout. Therefore, it is very important to include the issue of violence in the dropout prevention.

## Stop Dropout

Title:	Stop Dropout		
LEVEL OF EDUCATION	First year of upper secondary school (9th school year)		
Number of students	2000 per year	Number of sessions (60')	according to individual needs
Ages	14-15	Organization	whole class, then face to face
Materials	Stop Dropout Questionnaire and Personal Profile		
Aims	Identification of students at risk of dropping out, individual support		
Contact School/person	Blickpunkt Identität office@blickpunkt-identitaet.eu		

### DESCRIPTION / PROCEDURE:

The Leonardo-project “Stop Dropout” was carried out 2009-2011, with the aim to identify students, who are at risk of breaking off their education prematurely, as early as possible, in order to offer them appropriate and timely assistance. Since completion of the project, the Stop dropout instruments have been developed in Austria and standardized for four different target groups. Currently Stop Dropout is represented in three federal states; its inclusion in other states is planned.

Stop Dropout is used at the beginning of the individual’s 9th grade, when the student changes from the lower to the higher level in the school.

### **THE STOP DROPOUT INSTRUMENTS**

#### **Stop Dropout online questionnaire**

The Stop Dropout online questionnaire is completed on the computer by the student himself (if possible at the beginning of the school or training year in order to intervene in good time). It is standardized for the 9th grade, consists of 32 question-blocks and measures 14 risk factors that emerge from the scientific literature and that, according to expert practice, are known as indicators of early school leaving. This instrument evaluates individual strengths and weaknesses and the living environment of the surveyed students and then calculates the risk of dropping out. Taking part in the online survey is completely anonymous and voluntary.

### **The personal profile**

The personal profile is a guide to preventive intervention. It provides counsellors a holistic approach to the systematic study of the strengths and weaknesses of potential school dropouts.

The personal profile is based on a theoretical framework that integrates the recognized theories of career counseling, group counseling and psychotherapy and is based on theories of constructivist and narrative approaches. These theories are combined with the theory of human needs of William Glasser. The dialogue between counsellor and student is built on seven clusters, representing the presently known significant factors influencing school dropout.

### **Dropout Prevention at the organizational level**

In addition to dropout prevention at the individual level, the results of the online questionnaire can also help to reduce dropout at the organizational level. The results of the risk checks can be evaluated using a whole class / training group or a whole school / training location or organization. The information gained provides important information for the planning of educational work, for school development and in the work with parents. Educational objectives (e.g. learn-coaching, or better time and stress management) as well as quality objectives (e.g. introduction of peer learning) can be specified for the following period. Since both - the problem areas as well as the strengths of the class - are uniquely identified, the Stop Dropout questionnaire provides the teacher team valuable suggestions for working with the respective class / apprentice group.

The quality initiatives SQA (school quality in general education) and QIBB (VET Quality Initiative) help schools to create and implement school site-specific development plans. A suggested goal is to reduce the rate of early school leaving.

### **COMMENTS / SUGGESTIONS:**

The feedback to stop dropout is extremely positive. The previous experience shows, that most students / apprentices are interested in their results and also sign up for an initial meeting. Thus, the risk check has profiled as an "ice breaker", because it facilitates contacts between student / apprentice and consultants. Consequently, even those young people could use a consultation, for which the threshold before Stop Dropout had been too high, although the offer of counseling had already existed previously. Due to the graphic visualization of the

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results of the questionnaire, teenagers are quicker to talk about their actually existing problems.

The second instrument of Stop Dropout, the Personal Profile, represents a well-structured method to systematically discuss the results of the Questionnaire with the young people concerned and to find together with them viable solutions for further steps. Since this consulting approach is based on various established theories, it is ensured that the many diverse problems of young people at risk can be addressed in an adequate and efficient manner.

Essential for the success of Stop Dropout are two requirements:

- 1) Stop Dropout can only work if it is carried out by external counsellors.
- 2) The school administration / education management must support the program.

## QIBB

Title:	QIBB		
LEVEL OF EDUCATION	upper secondary level		
Number of students	All Austrian students	Number of sessions (60')	
Ages	15 - 19	Organization	School- development
Materials	Quality controlling circuit		
Aims	Improvement of the quality of VET schools		
Contact School/person	<a href="https://www.qibb.at/de/home.html">https://www.qibb.at/de/home.html</a>		

### DESCRIPTION/PROCESS

The quality management system QIBB has been used in all Austrian vocational schools for some years now. One core element of this system is the so called quality controlling circuit (Plan-Do-Check-Act Model) from W. Edwards that is used to develop specific instruments and define concrete processes to support school- and teaching development.

The PDCA (Plan-Do-Check-Act) circuit has 4 different phases. The quality management and development process runs through these 4 phases steadily and is therefore an ongoing and never-ending process.

#### **Plan: Aims and programme**

In a planning phase activities will be developed on the basis of a work program to improve the quality. This work program includes objectives, actions and desired results and indicators against which the achievement of objectives can be read. The following instruments are used here:

- **Mission statement**

With the help of the mission statement, the long-term goal orientation is predetermined. The mission statement for schools includes the following quality fields:

- teaching and learning
- quality
- economy and society

- internationality

The specific mission statements are based on the QIBB mission statement which can be site-specifically modified and supplemented by the respective schools.

- **Quality objectives matrix (Q-Matrix)**

With the aid of the quality objectives matrix (Q matrix) the model is concretized. The following cornerstones are added to the above mentioned quality fields:

- long and medium term goals and targets ,
- implement measures that lead to the achievement of objectives,
- indicators that show the achievement of objectives and
- evaluation methods and tools

- **The work or school programme**

Through this instrument, the strategic and operational management of an organization is defined. The work or school program consists [on the one hand of the mission statement to represent the long-term prospects](#) and [on the other hand](#) of the development and implementation plan ( EUP ), which focuses on the medium and short-term objectives. The EUP refers to a period of about 3 to 5 years and provides the following information :

- the result of positioning : Review and actual state
- medium and short-term development goals
- medium and short-term projects (routine and special projects)
- success criteria, indicators and evaluation strategy
- Action Plan: Subproject - who? What? By when?

## **Do**

Following the QIBB approach central activities of an educational institution are shown in a process way. To perform the work or school program successfully, special attention must be paid to the agreement and communication of objectives to be achieved through joint action.

Of central importance in this context are the so-called key processes that can be divided into core, management and support processes.

Key processes are those activities leading to the achievement of quality goals and sub-goals.

Core processes are related to those activities of a school, which are directly connected with the implementation of its main tasks and functions: planning, organizing, initiating and

supporting educational processes. Of central importance in this context is the educational process of the student.

Management and support processes support the core processes; thus, their effect on the educational processes of the student is indirect or mediated.

### **Evaluate (Check)**

The measures will be reviewed and evaluated. With regard to evaluation, one can distinguish between external and internal evaluation (self-evaluation). QIBB mainly refers to self-evaluation. Here, the following instruments are available:

- Individual Feedback
- System Feedback

Individual feedback is used to reflect the professional development and the actions of teachers and executives.

System Feedback finds its use when it comes to improving teaching and administrative processes at the organizational or system level.

### **Check and recognizing (ACT)**

Based on the results of the check- phase, corrective or quality improvement measures are re-introduced and new goals are defined.

The data obtained during the evaluation phase are analyzed and interpreted and incorporated into future planning processes. Consequently, the results of the evaluation are used to systematically take measures to improve the quality.

The following instruments are used:

- Quality Report
- result and objective agreement conversation or the Management & Performance Review

The quality report consists on the one hand of the results based on the objectives and activities of the reporting period - in this context, the evaluation results are taken into account - and on the other hand the planning of strategic and operational objectives and measures for the coming work period are included.

The result and objective agreement conversation or the management & performance review is a results-based and goal-oriented dialogue between the leaders of a management level (for example schools) with the executives of a higher level (for example the school inspectorate). The aim of this conversation is to work together to reflect on the activities of the past year and take stock. Based on the information gained, necessary changes are identified and appropriate targets for the coming school year set.

A nationwide quality focus for the years 2015 - 2017 in conjunction with ESL is the "school success". To achieve this, actions are set in the following areas:

1. support and individualization
2. reduction of student absences
3. school climate
4. performance evaluation

#### **COMMENTS / RECOMMENDATIONS:**

The strength of this measure is that it is compulsory for all Austrian vocational schools. The Ministry of Education provides schools with a comprehensive support (facilitation, training, financial assistance) and needs-based resources to achieve the goals that each school is free to choose from.



## Break-Peers

Title:	Break-Peers		
LEVEL OF EDUCATION	lower secondary level		
Number of students	600	Number of sessions (60')	individually
Ages	10 - 14	Organization	Whole class one-to-one conversation
Materials	Peer System		
Aims	Improvement of climate of confidence and communication amongst students, social learning		
Contact School/person	www.antonkriegergasse.at/docs/kontakt Martina Wiederer-Süß		

### DESCRIPTION / PROCESS

Upper-secondary students are trained to become peers for lower secondary students to support them to feel comfortable in their respective class and in the school. The basic idea is to foster an atmosphere of trust and confidence in the lower secondary classes to make the school day for all as pleasant as possible. This project also contributes to social learning, strengthening of self-responsibility, self-determination and problem-solving competence of the respective students.

#### **What do the Peers do?**

Support for younger students is usually done as part of class assignments. Usually four PEERS go together into a class of lower secondary students and do exercises and games with the children. The aim is to improve the social cohesion within the classroom community and identify potential existing problems.

The children benefit from it, although this hour often seems to them to be a "play hour" and they report this at home. During the so called PEERS-hour the activities are reflected on and if necessary further measures are planned such as one to one conversations. Both the individual meetings and the class assignments are strictly confidential.

When students have a problem with classmates, they can turn on their own initiative to the PEERS. This can happen spontaneously during a break: the PEERS strive to be on the floor of

the lower secondary classes repeatedly during the breaks. Or they can visit the PEERS in their classes. Parents who think that their child has a problem can also contact the PEERS. In addition, the PEERS organise a party with games and exercises each year for the 1st and 2nd classes and earn money for the project by organising a buffet.

### **How are the PEERS trained?**

At the beginning of a school year all upper secondary school students have the ability to sign up for an optional exercise called PEERS. This optional exercise is held by psychotherapists of an external association. This is a good opportunity, especially for students with interest in communication and social engagement, to receive an affordable and practical training.

The PEERS are trained two hours per week at the school; in addition there is one common weekend per year. They are accompanied by three teachers of the school as well as an external trainer.

### **Collaboration between students, teachers, and parents**

The project is supported by three teachers who also coordinate the work of the peers.

All school parents are invited to support the project and participate actively (taking part in the PEERS- hours, joining training, etc.)

The PEERS project can thus act on three levels: PEERS, teachers and parents work hand in hand because everyone feels comfortable.

### **COMMENTS/ RECOMMENDATIONS**

It is demonstrated that adolescents of equal age or only slightly older have a different approach and impact on students than e.g. teachers or parents; therefore, a collaboration of all is ideal.

Students who voluntarily sign up as peers get a solid education and have the opportunity to gain practical experience.

Another success factor is the cooperation of teacher - students - parents. The best proof of success is that the PEERS - project has existed for 10 years now, so it has been carried on by several generations of students and parents.

### *AVEO (Austrian Violence Evaluation Online Tool)*

Title:	AVEO (Austrian Violence Evaluation Online Tool)		
LEVEL OF EDUCATION	lower secondary, upper-secondary		
Number of students	all Austrian students	Number of sessions (60')	1-30, according to requirements
Ages	10-18	Organization	online survey
Materials	questionnaire		
Aims	Identification of violence occurrence in a class to set adequate interventions		
Contact School/person	<a href="http://www.schulpsychologie.at/gewaltpraevention/praeventionsprojekte/selbstevaluation-aveo-s-aveo-t/">http://www.schulpsychologie.at/gewaltpraevention/praeventionsprojekte/selbstevaluation-aveo-s-aveo-t/</a> <a href="http://www.schulpsychologie.at/fileadmin/upload/persoenlichkeit_gemeinschaft/weitere-informationen-zu-aveo.pdf">http://www.schulpsychologie.at/fileadmin/upload/persoenlichkeit_gemeinschaft/weitere-informationen-zu-aveo.pdf</a>		

#### DESCRIPTION/PROCESS:

AVEO (Austrian Violence Evaluation Online Tool ) is an online tool for self-evaluation for the collection of violence occurrence in a class ( AVEO - S ) with direct feedback function for teachers and school leaders and self- reflection for teachers ( AVEO - T ). It was developed at the University of Vienna in cooperation with the Ministry of Education.

The surveys are conducted and evaluated by the schools independently. A repeat survey would reveal changes in the occurrence of violence in a certain class. Following the survey, the school can evaluate the violence occurrence in the examined class adequately and if necessary, set appropriate countermeasures. For the online platform school leaders need a password, which will be sent on request from the School Psychology centre.

#### **AVEO - questionnaire**

An important requirement for selecting appropriate strategies against violence in schools is providing information about the extent of violence occurrence in a certain school. The self-evaluation tool AVEO is an online student questionnaire for violence occurrences in individual classes with feedback function for teachers and school leaders. Teachers can ask their classes independently with AVEO and get an immediate evaluation of the results. Thus, a survey with AVEO helps schools adequately assess the occurrence of violence in their classes and, if appropriate, to take adequate action. Interviews with AVEO follow strict privacy policies and teachers and school leaders get no data at an individual level and the data cannot be attributed to individual schools.

## Areas of AVEO

The AVEO student's questionnaire gathers the incidence and prevalence of different forms of violence between students. The frequency of the following forms of violence is gathered:

- verbal : for example, by insults or teasing
- physically : for example, by hitting, kicking or pulling hair
- relational : e.g. via post rumours or multiple exclusions
- with new media : for example, through SMS , emails or photos in the internet

Using the confirmed results on the incidence of various forms of violence, teachers can assess whether bullying occurs among pupils in their classes. A designation of violence as bullying assumes that one or more pupils are regularly bullied over a long period by other pupils. Bullying actions are characterized by an imbalance of power between perpetrators and victims, which is often difficult to recognize from outside.

If students are often victims or perpetrators of violence in the surveyed classes, this appears on the AVEO feedback for teachers and school leaders. In this case, implementation of measures against violence in these classes is recommended. Moreover AVEO contains questions on various factors that may affect the incidence of violence and bullying among pupils.

The following factors are surveyed:

- empathy
- beliefs about violence
- assumption of responsibility
- class climate
- behaviour of teachers when it comes to violence in their schools

Deficits in these areas may be obtained by means of AVEO and selectively processed by means of measures against violence.

To take into account the individual circumstances of a certain class, teachers also have the ability to include up to five specially formulated questions in the self-evaluation tool AVEO.

## Results

Teachers can get the results immediately after the survey via an online system. It will therefore report a summary of all the answers of a class.

With further questioning teachers can compare the results with previous surveys and will get feedback on changes in the violence occurrences. Headmasters have access to the results of all surveys of their respective schools.

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To ensure data protection, feedback can only be made for the entire class. A feedback on the level of individual students or divided according to certain characteristics, such as gender, is not possible due to privacy reasons.

**COMMENTS/ RECOMMENDATIONS**

Many dropout studies point to the connection between bullying in classes and school absenteeism right up to early school leaving.

So violence prevention is an important measure to prevent school dropout and to reduce the dropout rates.

Of peculiar interest is the factor empathy due to the reason that there are fewer training materials available for teachers.

### *Action plan against compulsory education infraction*

Title:	Action plan against compulsory education infraction		
LEVEL OF EDUCATION	primary, lower secondary		
Number of students	All students	Number of sessions (60')	individual
Ages	6 - 15	Organization	individual counselling
Materials	5 - Step Plan		
Aims	prevention of school absenteeism		
Contact School/person	Horst Tschaikner +43 1/52525-77111 ministerium@bmbf.gv.at		

#### DESCRIPTION / PROCESS

In July 2012 the legal basis for a package of measures against compulsory education injury was elaborated by the Educational Ministry.

To provide a basis for all other procedures, the term of compulsory education injury was defined by law.

#### **Definition of compulsory education infraction**

- Five unexcused days of absence in a semester or
- 30 unexcused absences in a semester or
- Three consecutive unexcused days of absence.

A five step plan to avoid compulsory infractions was defined on September 1, 2013 (§ 24a Compulsory Education Act 1985).

The aim of the new five-stage plan is to identify the causes of school absenteeism (and thus compulsory education infraction) and to take the steps accordingly.

#### **Five Step Plan to avoid compulsory infractions**

At the beginning of the school year a communication and behavioural agreement should be introduced in all schools. If compulsory education infraction occurs a legally defined plan becomes effective, whose aim is to prevent further instances.

The interventions by the school are governed by a five-point plan from the first compulsory call up to the judicial procedures. If there is any evidence that the efforts on a level are not successful, the actions of the next level will take place.

#### **Level I**

As a first step a conversation between students, legal guardian, and teachers are planned and carried out by the class teacher. The aim is to detect reasons for absenteeism and to have a written agreement on the next steps.

After four weeks maximum it is checked in a further conversation between the parties, whether the agreement was respected by all. If there is no improvement,

#### **Level II**

In level II advisory systems such as student counselling or school psychology are involved by the school management. The aim is a conflict resolution and mediation between the parties. Possible causes, whether family problems, addiction or even school phobia should be clarified. Thereafter, the agreement that was written in level I, is adapted to these solutions.

After four weeks maximum, a further meeting with the parties is agreed to. If the measures undertaken are inefficient or too weak, level III shall take effect.

#### **Level III**

If the measures undertaken make no impact, in level III the parties are informed about the legal actions in the event of any further compulsory education infraction. If nothing changes within two weeks, level IV shall take effect.

#### **Level IV**

As at this stage it is assumed that the child's well-being is endangered, the Youth Welfare Office deals with the case now. This institution starts immediately with a risk evaluation and provides support to deal with educational problems.

After a maximum of four weeks all parties together with the school management review whether the measures have been effective. If this is not the case, the fifth level shall be reached.

#### **Level V**

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If all undertaken measures show no or insufficient effect, the school management will press charges against the pupil concerned at the district administrative authority. The maximum penalty is € 440.

The well-being of the student has priority in this package of measures. Thereafter she / he is also accompanied by the corresponding school and the youth welfare office.

#### COMMENTS/ RECOMMENDATIONS

Many studies point to the link between school absenteeism and early drop out. That is why it is so important to do research on the reasons for absenteeism and to take measures in a timely fashion. The Austrian action plan is divided into five levels to set priorities on prevention. Nevertheless, in Austria currently over 1500 pupils are put on trial for compulsory education infractions. This fact shows that the reasons for school absenteeism are very diverse and more preventive measures must be set.



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## Conclusion

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All the practices included in this guide is the result of the work carried out by a team of teachers, teaching counsellors, guidance providers and general education experts from three European countries (Sweden, Austria and Spain). The purpose of this guide is to give evidence to other people working in the field of general education of practices that have been proved to be successful in fighting early school leaving.

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The AllAboard team

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