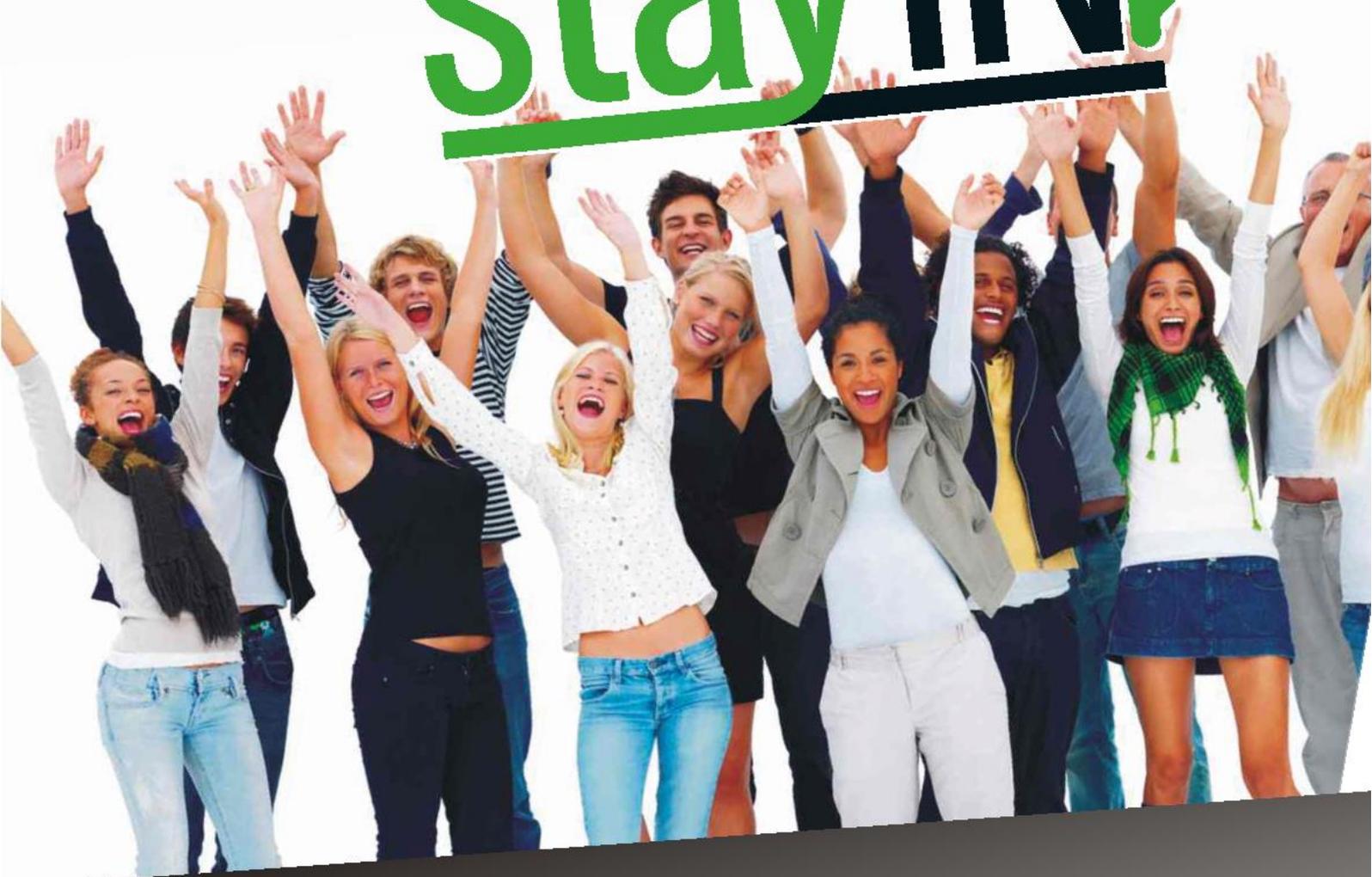




Lifelong  
Learning  
Programme

# stay INi



## Final Conference Summary

**100% learning for a labour market position on the cooperation for vulnerable groups and the prevention of Early School Leaving**

This project has been funded with support from the European Commission.

This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

PROJEKT NUMMER - LLP-LDV-TOI-13-AT-0010

## 1. Introduction

---

This document is part of the project Stay IN, a project funded by the European Commission, Leonardo da Vinci – Transfer of Innovation under Lifelong Learning Program.

Stay IN aims to provide better support for teachers and trainers in the initial vocational education training (VET) sector in the participating countries and beyond which is coherent with national and European policies against early school leaving.

This conference agenda included three presentations regarding Early School Leaving during the morning, followed by the lunch break and two simultaneous sessions (one international and another Dutch) on the beginning of the afternoon that were afterwards resumed on a plenary session, to conclude the conference. More information about the Workshop can be found on the agenda, available as an Annex to this document.

This document presents a summary of both tracks and the plenary discussion.

## 2. National (Dutch) Track

---

About 40 people (teachers, company trainers, school coordinators, members of the Dutch government) were at the meeting and had a debate about the importance of guidance during students' apprenticeship training with a special focus on low skilled students.

Ms Mirjam IJsseldijk of ANKO trainer and HR manager informed the audience about the Dutch Stay In pilot: a course for company trainers. Important focus was the way company trainers view students. The way they are part of the current youth culture: Live must be fun, parents spending quality-time with their children, etc. That aspect is of importance when dealing with students. The company trainers need to understand young people's needs and behaviour.

Mr Jose Hermanussen (ECBO) presented research results on the motivation of low skilled students and the consequences motivation has on the way the student wants to learn and the best way we can guide them.

School teachers and company trainers have to work closely together by focusing on student's needs to be able to guide the student to educational success. In that way it will be possible to minimize early school leaving during the apprenticeship.

After the presentations the workshop participants discussed the way they are developing the new "entree opleiding", the lowest level of education within VET. They shared how they have contact with training companies. Many were not amused about the conditions training companies have to comply to and they wanted to prevent a more strict evaluation of training companies. Jan Willem Mans, coordinator at SBB, responsible for the quality and the number of training companies, understood the problem. It will be an important issue for discussion about improving quality of education in the near future.

### 3. International Track

---

This session of the conference intended to present the results of the Stay In project in six partner countries: Finland, Austria, Germany, Bulgaria, Turkey and the Netherlands, through presentations from each of the partners.

Ms Ellen Verheijen, as the moderator from the MBO Raad and of this track, kicked off by introducing the business sector of implementation of the activities on the Netherlands (hairdressers) with all the difficulties felt. Ms Miriam IJsseldijk, a trainer on this sector, continue the presentation of the Dutch reality with the support from some numbers and some problems on this area from her point of view as, the lack of contact between schools and training companies (that leads to the fact that these companies do not know what is taught on schools) and difficulties with the roles from each of these two sides. Then she presented some of the requirements that training companies must comply, as the safe working environment, necessary space and resources, the quality manual, etc. and some of the skills taught as planning and organizing, communication and work safely, among others.

After this she gave some input on how the Stay IN course was implemented and the feedback obtained from the participants (one of the most interesting are the fact that working in small groups they got to discover practical solutions on an easier way).

Presenting Austrian case, Ms Petra Pöschl began talking about the social inclusion and Early School Leaving topics generally and in the Austrian case (including some of the education models used in that country like IVET and supra-company apprenticeship training programme). Regarding the Stay IN projects, Ms Pöschl provided information about the need analysis results, the target group and the design/implementation of the training programme itself. To end the presentation the results from the evaluation were exhibited as well as the feedback collected from the 15 trainees, the updates to the contents and the next steps.

Ms Suse Topp, the German presenter from the BBW in der DAA, started by presenting the organization and the dropout rates from the different federal states (and some reasons for the differences), and continued by presenting the results from the project analysis (questionnaires and feedback), the way the training programme was developed (focusing the four most named topics from the information obtained previously), the pilot phase implementation and the revision of the contents, based on the feedback received on the last phase, as well as the results from the evaluation.

The Finish partner WINNOVA presentation counted with an introduction to the team (Ms Jonna Malmivuori, Ms Kaisa Leivo-Jokimaki, Ms Mirjam Voutilainen, Mr Lasse Vallemaa) and the organization and the Early School Leavers situation in the country (including some reasons for this) and in addition some testimonials from the students were presented. After this initial introduction the program was presented (its structure and contents) and to finish the presentation a brief presentation about understanding social media was made (the topic included information on Personal Learning Environment, Rebelmouse and Google Docs).

Mr Emin Bakay from EGECED started to introduce the Turkish school and some of its projects, and after this he presented the reality of the region on school dropout with the help of some numbers. Regarding the implementation of the project, the pilot phase counted with 23 trainees (all teachers) and the four modules were distributed on 24 face to face training hours and 10 self-training hours. Ending his presentation Emin showed numbers that indicate that the dropout rate on Bornova district had a reduction of 12% after the implementation of the pilot phase.

The last presentation was made by the partner from Bulgaria, the Chamber of Commerce Dobrich. Ms Tatyana Gicheva introduced the Dobrich region and the Bulgarian education system and presented some of the problems that cause Early School Leaving (regarding the feedback received from the questionnaires and interviews) and the activities undertaken on the project (need analysis, training program with 15 teachers and their evaluation) and the next steps.

During the six presentations the audience made the following questions: did the partners have learnt something from each other's reality and Ms Michaela Meier replied that, besides the differences between the countries it was possible to learn how these systems are working and get information from the best practices; what are the next steps on the project? Ms Suse Topp said that will continue to use the handbooks and present the results of the project on the different federal states, as for the Dutch partner, it was said that this course will be repeated.

### 3. Plenary discussion

---

This session that occurred between 16h00 and 16h30, was moderated by Ellen Verheijen and had 40 participants aimed to present the most important results from the conference, especially from the two previous sessions.

Ms Ellen Verheijen started this session presenting briefly the goals and then gave the word to Ms Mieke de Haan that had the opportunity to describe what went on the Dutch Session of the Conference, what was discussed (the ideas, future projects and next steps). After this Jan made a short presentation about SBB and added some examples of good practices on cooperation between companies and VET institutions. One of this practices, that intends to help and offer an opportunity to persons from more vulnerable groups, gives them a job for four days a week and on the fifth day those persons go to the school to study, making them more used and comfortable on the school environment.

Ms Verheijen gave then some insight on what was presented on the International Session and the differences between the partner countries and invited the participants to present additional ideas on how to reduce Early School Leaving. The solutions presented by the audience included a greater and more regular contact between teachers and the students (the teachers would have a role closer to a tutor), a greater focus on the students, more time for the duration of the apprenticeship (ten weeks seems to be short). The difficulty of getting companies that accept students to do their apprenticeships is a problem that was mentioned during this session.