Erasmus +

Project Title

Networking of schools as a way towards a common solution to support pupils in education

2017-1-CZ01-KA219 - 035617_1
Exchange of Good Practices

Priorities:

Supporting schools to tackle early school leaving (ESL) and disadvantage

Other topics:

Pupils' lack of interest especially in the study of technical fields

Beneficiary organisation:

**Střední škola technická, Most, příspěvková organizace
Czech Republic**

Secondary Technical School in Most is a comprehensive training facility in the Czech Republic focused on vocational education. At present the school has about 1,000 students at the age of 15 -19 and in addition provides adult education as well. There are two levels of education with duration 4 years finished by the Leaving Certificate and duration 3 years (apprentice training) finished by Certificate. Schools offers a lot of field e.g. electrical engineering, construction, economics and business, administration and information technology, mechatronics, the field in which the student is prepared for occupations with knowledge of the laws of the Czech Republic in matters of public order and internal security, and in apprentice education e.g. metal machinist, mechanic, car mechanic, joiner, dry fitter, plumber, electrician, horse breeder-rider, etc.

Partner 1

Stredná odborná škola, Ul. slovenských partizánov 1129/49, Považská Bystrica, Slovakia

Secondary vocational school began in 2008 by joining Secondary Technical School and Secondary Vocational School of Construction. The school offers studies in study field of construction and 8 teaching fields/specialization/ for construction, car repair service, wood-cutting /carpenter/ and technical administration in construction. The School leavers of teaching fields can continue in 2 years daily institute in studying field's /specialization/ like construction, street traffic and technical economic field. Nowadays the school is attended by school attends 318 students. The school offers retraining courses which are accredited by Ministry of Education in 8 fields of construction, car repair service and carpenter. Founder of school is the self – Governing Region of Trenčín. The Skilled training / practical lessons/ takes place in works of applied teaching but it takes place on buildings of natural and legal persons. Some students have skilled training in companies, where the school was signed act. This school in the one of schools in Slovakia which has complex character.

Partner 2

Istituto d'Istruzione Superiore Leonardo da Vinci, Piazza Armerina, Italy

IS Leonardo da Vinci is a Sicilian high school that has been educating students for over 50 years. Our school is located in Piazza Armerina and has 1.000 students. The students get their education in five years. The students are aged between 14 -18. Our students are accepted to our school after having attended inferior high school. The school is located in a socially disadvantaged area, because of the high unemployment rate. Most of our students need motivation to learn foreign languages as they do not have any opportunities to travel abroad. The Institutes has different training sectors, the addresses are: economic Sector - articulation "Business Information Systems" (former Accounting Programmer), economic Sector - articulation: "Administration, Finance and Marketing (former Accounting), technology Sector - articulation "Construction, Environment and Territory" (former Surveyor). social Sector, dental Sector and electrical and electronics sector.

Partner 3

Liceul tehnologic Aurel Vlaicu, Cluj – Napoca, Romania

Aurel Vlaicu" High School is situated in Cluj-Napoca, on the N-E platform of the city since 1980. Almost 400 pupils learn at "Aurel Vlaicu" High School, they are grouped into following: day-time and night-time school education. In high school the pupils are trained/prepared according to the following domains: electrotechnics, mechanics and automatization. The educational process is undertaken in classrooms and laboratories well-furnished with didactic material and it is led by well-trained teachers. In our school, quality is directly related to the achievement of the learning outcomes (knowledge, skills and competence achieved at the end of learning process) that fulfil the key stakeholders' expectations: students, parents, employers, community. The main aim of our school is to qualify students with social, personal, communicative and international competences to as high a degree as possible.

Why have we chosen this topic?

We decided to focus our project on the burning issue of current technical education, which concerns mainly the lack of interest of students studying technical field and forth on the issue of early school leaving. Leaving school without adequate qualifications is a negative phenomenon especially in terms of higher risk of unemployment for young people who instead of entering the job market and the commencement of work activities become welfare recipients. This in consequences may lead to social exclusion and the growth of social tension.

Dropping out of school is often associated with socially disadvantaged families and low educational level of parents, and is thus high risk factor for the development of socio-pathological phenomena and the social exclusion. Especially young people from disadvantaged backgrounds and inconvenient family background have a high risk of early termination of educational careers. Our school is located in a region that even in times of prosperity belongs among the regions with the highest unemployment rates, with many sites designated as socially disadvantaged. Therefore, the ESL of pupils applies to our school.

If we want to pursue the issue of early school-leaving, it is necessary to ask whether the students chose to study the appropriate field. While unemployment

in the Czech Republic and in Europe is decreasing, the district of Most has the second highest unemployment rate in the entire country. The irony is that employers cannot occupy demanded position. The situation not only in the labor market region of northern Bohemia is that in terms of the number of available jobs prevailed at the end of 2016 places for apprenticeships candidates, that made up 70% of the total number of vacancies offered. At present, however, these missing professions receive employer in crisis conditions, when they are unable to reconcile the possibilities of its production compared to the number of qualified employees an unnecessarily.

Increasing support technical fields was adopted in 2014 as one of the program priorities of the Government, this goal is enshrined in EU legislation. And no wonder, the labor market situation in filling positions (especially craft branches) is alarming. Indifference pupils' learning, especially handicraft sectors also applies to our school, because although it is the focus of a technical character there is a problem when addressing pupils in primary schools to encourage them to choose these fields. How to facilitate the transition of students from primary education to secondary education at the same time with a focus on choosing the right domain is an issue that dropouts schooling closely related.

At pupils who are at risk of leaving school early is appropriate to take a more holistic teaching methods. From the experience of our school it is clear that one of the reasons school-leaving is precisely the fact that pupils craft branches are within the theoretical instruction by teachers under the influence serialistic approach to teaching.

This approach is necessary to amend, to find new methods and motivation of teachers for their use within the classroom. It is appropriate, effective and virtually necessary to establish such functional devices to eliminate the above problems have other schools to learn from them, learn how to apply them in specific situations, school, or find new common solutions and tools for their elimination. It is important to clearly identify them and then find a way to eliminate them. By sharing thoughts, ideas and methods within established networks of schools we want to strengthen equality and inclusion in education, training and youth with a view to enabling quality education to all, prevent premature graduation and encourage the participation of disadvantaged groups in society.

Why just these partners?

Partner from Slovakia: we have chosen this partner because the Slovak Republic has about the same percentage of pupils leaving school and the same system of education, compared with the education system in the Czech Republic.

Partner from Italy: we have chosen this country because Italy has a high percentage of students (according to European statistics, 20%) leaving the school and the education system is completely different than us, schooling is organized on a decentralized level through regional education offices.

Partner from Romania: this partner we have chosen because Romania has a high percentage of students (according to European statistics, approximately 12%) leaving school and faces common problems like our country.

Objectives

The main objective of the project "Networking of schools as a way to common solutions support students in learning" was to create a new, diverse, and yet compatible with international collaboration platform that allows you to share or find new, better and more effective means to tackle drop out of school, which will then apply to the local network environment of schools. No schools, which creates a network of schools involved in this project, even if the experience of implementing projects with various operational programs, similar theme in project activities unaddressed.

Sub-objectives:

- Elimination of early school leaving.
- Incentives to encourage education choices in craft industries and technical professions.
- Developing and strengthening partnerships between family and school, within the newly created network of schools of secondary education.
- Developing and strengthening partnerships schools of secondary education to primary schools.
- Development and deepening of partnership between schools of secondary education with relevant institutions and enterprises for successful alignment structure educational disciplines and requirements of the labor market.

Together we met and recognized each other. We had opportunities to see partner schools, we visited cooperating companies, local authorities, primary schools, university in the countries. We attended Chamber of Commerce lectures and we wanted to learn as much information as possible about how to deal with the issue and solve problems in each country of partner organization.
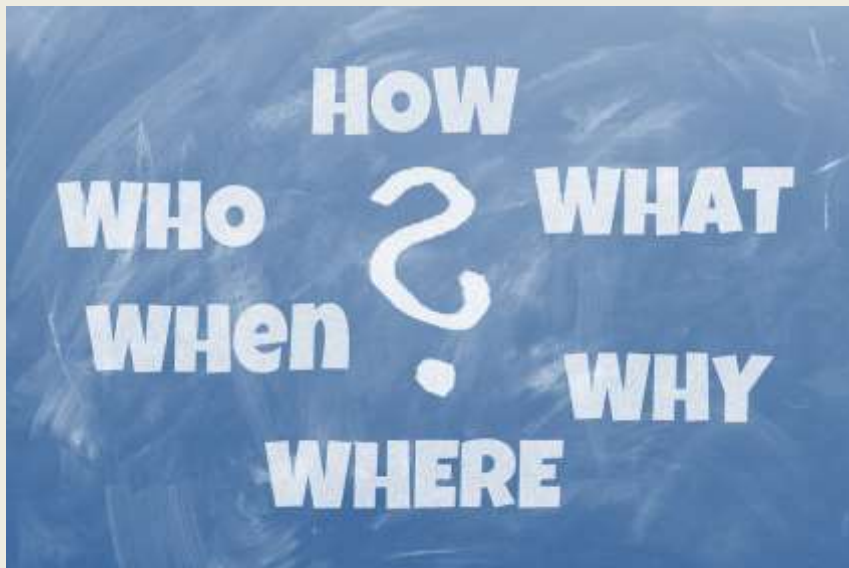
Modul Nr. 1 - Presentation of these procedures, approaches and school, regional account national strategies for tackling early school leaving - a broader understanding of the strategies and systems that deal with ESL in their own country.

Modul Nr. 2 Presentation of these procedures, approaches and strategies in acquiring pupils from primary schools and support technical education - gaining a wider understanding of the policies and strategies relating to the recruitment of pupils from primary schools and career counselling with an emphasis on increasing interest in technical fields of education.

Modul Nr. 3: These presentations of the teaching methods and procedures to maintain student interest in studying the chosen field - gaining experience with innovative teaching methodologies that better respond to the different needs of young students of today.

Modul Nr. 4: The presentation of these used existing methods, approaches to identifying and dealing with students at risk of early school leaving - to obtain information on approaches to the development of mindfulness, emotional and social learning approaches to multiculturalism and students from different socio-economic conditions in the current politically tense period of life.

Slovakia

Modul Nr. 1

Introduction

There is an increasing demand for human capital education today, leading to an increase in the need for lifelong learning. The aim of the education is that each individual achieves certain knowledge at the level he is able to achieve. It depends on his psychological equipment, character, intelligence and emotions. Education brings many benefits not only for the personal life of the individual but also for the whole society.

Advantages of education

Lead to personal development, growth of the society,
- cause the satisfaction;
- a positive effect on prosperity;

- higher education = more satisfaction,
- an impact on corruption, crime, coexistence;
- increase productivity, economic performance.

Europe 2020 Strategy

Europe 2020 Strategy represents one of the basic documents for smart, sustainable and inclusive growth of the European Union in this decade. The targets are translated into national targets so that each EU country can check its own progress. The objectives are also defined in the area of education.

Learning objectives

Reduce rates of early leavers /ESL/ aged 18-24 to 2020 below 10%. The EU defines the concept of early school leaving: percentage people aged 18-24 who do not participate in education and have attained the lowest level of secondary education. All EU member countries have committed themselves to meet this target.

Disadvantaged and underprivileged people

It is known from practice that early school leaving is more frequent in groups of disadvantaged and vulnerable people.
There belong:
- young people with special educational needs, there is a risk of social exclusion,
- children from a socio-economically disadvantaged background, from a Roma or a migrant background,
- children with special educational needs.

Reasons

Early school-leavers are a diverse group, and the reasons are individual and very different. The causes are related to:
- socio-economic disadvantages;
- low level and underestimation of education in the family circle
- emotional, social and educational issue of an individual;
- improve the tools for reducing the number of students repeating the same school year;
- improve the quality of vocational education;
- early identification of truancy and risk- prone children;

- early prevention of educational and learning problems;
- improving cooperation with parents of children at risk of ESL;
- cooperation with employers' associations and partners in vocational training;
- informal help and support in curriculum and tutoring;
- attention to pupils with special educational needs, and disadvantaged groups of pupils;
- flexibility, support and help to enable the pupils transfer to another school.

Education and training 2020

EU goal needed to solve ESL:
- provide political and financial assistance;
- respect children and young people;
- implement a national strategy to reduce ESL;
- ensure cooperation among national, regional and other parties involved;
- remove barriers to the education system;
- provide high quality education;
- support schools and promote the cooperation between them;
- enable the development of all school staff;
- provide counselling to young people on learning opportunities.

Situation in Slovakia

- Slovak aim was to reduce early education and training for young people to 6%. This target was met between 2008 and 2012.
- Slovakia achieved the lowest value of 4.7% in 2010.
- Since 2013, the value has exceeded the national target of 6% and has been steadily rising, which endangers the achievement of the 2020 target.
    - year 2013 – 6,4%,
    - year 2014 – 6,7%,
    - year 2015 – 6,9%,
    - year 2016 – 7,4 %.
  - Within the EU, Slovakia has the lowest employment rate for people who have not completed upper secondary education, thus increasing the impact of early school leaving!

Recommendations of the EC for Slovakia

- Increase the attractiveness of the teaching profession.
- Increase public funding in the field of education.
- Take measures to eliminate differences in ESL among Slovak regions (from 3.6% to 10.4%).
- Increase the capacity of early childhood education.
- Level regional differences in terms of participation in pre-school education (from 89.2% to 59.8%).
- Strengthen the participation of Roma children in general education from early childhood.
- Carry out measures to help Roma children who had an ESL rate of 83% in 2011.

National documents

In the context of the Europe 2020 Strategy, the main national document is:
- The National Reform Program of the SR;
- SR Stability Program.

Both documents are evaluated, updated and submitted annually by the EC, which, on the basis of their assessment and knowledge, develops specific recommendations for the next 12 to 18 months.

There are two strategy coordinators in Slovakia: the Prime Minister of the Slovak Republic and the Minister of Finance of the Slovak Republic. The Ministry of Finance of the Slovak Republic coordinates the preparation and evaluation of the national documents of the Europe 2020 strategy.

Documents at national level in the field of youth

- Concept of youth work development for the years 2016 - 2020 (approved by Resolution of the Government of the Slovak Republic No.16 on January 13, 2016).
- The Strategy of the Slovak Republic for Youth for 2014-2020.
- National Report on State Policy on Children and Youth in the Slovak Republic.
- Education and Education Act (Education Act);
- Act on Support of Youth Work;
- Vocational Education and Training Act.

Regional Concept of Youth Work Development by 2020

- Support the development of young people's skills.
- Promoting young people's awareness of the possibilities of consulting, supporting and seeking help with problems.
- Support cooperation in prevention activities with community centers, family centers.
- Support the development of fieldwork of social workers and volunteers.
- Pay special attention to disadvantaged groups of young people.
- Mapping the needs of young people.
- Support of "Big Brother" (youthful) activities to inform about the possibilities of applying - cooperation of elementary schools, secondary schools and universities (intergenerational work together).
- Support the creation of coworking centers and other spaces for young people to promote creativity.
- Support for entrepreneurship education in schools.
- Support and development of student companies in schools.
- Promoting awareness of educational opportunities aimed at developing creativity and entrepreneurship (job shadowing, internships, scholarships, practices, competitions).
- Support young people's readiness for entrepreneurship.
- Support the existence and training of youth work co-ordinators.
- Support the creation and development of youth parliaments.
- Support the creation of youth commissions in local government.
- Raising awareness of existing mobility programs.
- Support the development of key competences of young people (critical thinking, awareness of the relationship between the action itself and the global impact, work with information ...).
- Find and support new partnerships with other countries.
- Development and promotion of sporting, cultural and other activities and events for young people.
- Support organization of joint activities for families.
- Promote the promotion of healthy nutrition in schools.
- Support to education for marriage and parenthood, drug prevention.
- Support educational activities aimed at self-identification, managing stress and the burden of young people.
- Promoting and raising awareness of mental health.
- Support work with psychologists at elementary and secondary schools.

Regional Concepts of Training in the Self-Governing Region of Trenčín

- Strategy for the development of secondary vocational education for the period 2013-2020.
- It is a development document for secondary schools. It contains objectives, basic principles and a long-term vision of the development of secondary education in the region.
- Concept of youth work development by 2020.
- It is a strategic document that defines the bases, objectives and priorities of the region and other entities in the key areas of youth work development.
- Both documents include measures that closely address the issue of early school leaving.

Regional Concept of Youth Work Development by 2020

- Support activities based on the needs of young people.
- Promotion of youth work promotion in the region, examples of good practice from Slovakia and abroad.
- Support youth work with a lack of opportunities.
- Support cooperation between institutions and bodies working in the field of youth work.
- Support for the search and availability of suitable spaces for working with youth, low-threshold clubs for young people and other areas for young people's activities.

Aapproaches and arrangements for ESL solutions

- One way to reduce the number of early school leavers is to introduce a set of measures into working life at school.
- In Slovakia, a survey was conducted between ESL primary and secondary school headmasters (620).
- 34.7% of survey respondents reported that in last school year had early school leavers.
- The most frequent early school leaving was at secondary vocational schools (51.8% of headmasters), the lowest at grammar schools (17.6% of headmasters).

Approaches and arrangements for ESL solutions

Reasons for early school leaving reported by school headmasters:
- socially disadvantaged family background;
- insufficient study results;

- low educational level of parents;
- special educational needs of students;
- physical or mental disability;
- deficiencies in institutional care facilities.

Approaches and arrangements for ESL solutions

School headmasters in Slovakia are considered to be the most effective measures:

- working with parents of the students;
- a mutual interview with parents and students;
- increasing motivation;
- an individual education plan;
- working with doctors, social workers;
- providing professional counselling;
- individual care of the student by the educator and career counselor;
- introducing learning outcomes suitable to students with special educational needs;
- creating a favorable environment at school;
- recommendation to go to another type of school.

Modul Nr. 2

Introduction

Young people, after completing their education at elementary school, are facing an important life decision. They decide on their further career path and it indicates the direction they are likely to take. A significant number of pupils at this age group do not have a clear idea of what they would like to do in the future. The decision is certainly affected by parents. The School counselor can propose a different direction according to their own ambitions. Secondary schools with a range of educational programs are becoming a place for young people to work in the field of further education and their future professional careers.

One of the major factors that plays an important role in selecting further education is:
• the attractiveness of different professions;
• possibility to work close;
• salary evaluation;
• selection of professional career and possibility to gain qualifications.

What we do:

When selecting a course of study, less and less primary school pupils are oriented to study at secondary vocational schools. For decades, there has been a drop in the interest in study in the technical field as well as earning the qualification at level of the apprenticeship. At our school, we are experiencing an annual decline in the interest in studying such professions, despite the fact that the labor market is showing demand for experts in the construction, timber and automotive industries. Increasing the attractiveness of secondary vocational education therefore plays an important role.

We try to convince primary school pupils to study at our school especially from our region. We do a lot of recruitment activities focused on the offered possibilities of studying technical branches at our school. We point to the benefits of better employment in the labor market. We highlight the possibilities of both school and out-of-school activities, which are an advantage of our school. In the next slides we present the main activities of recruiting primary school pupils and school promotion.

Open Week
- Every year, our school opens its doors to all pupils and their parents.
- The main idea of the event is to provide information about the study at our school, to see the interior of the school premises and the school workshops.
- This event is organized in the cooperation of teachers, students and members of the Students´ School Council.
- We organize this event during The Science and Technology Week in Slovakia, the lessons are added by interesting activities (lectures, company presentations on new technologies, excursions).

Recruiting pupils at elementary schools

In the months from November to January, we attend pupil of the last year at elementary schools in our region. We introduce them our school, study programs, opportunities for employment at the labor market and the benefits offering by our school. Many primary schools also invite us to meet with parents providing basic information and answer their questions.

Secondary-school Student Exhibition

It is an exhibition of secondary schools organized with the support of The Self-Governing Unit of Trenčín. In 2017, the 19th year was held. The aim is to provide primary school pupils with an offer of a wide range of secondary schools focused on engineering, construction, chemistry, wood, furniture, clothing, glass, art, polygraph, economics, agriculture, commerce and services. The exhibition enabled pupil of the last year of elementary schools and their parents to meet with teachers and students from 35 secondary schools and inform with their school educational programs and activities.

Construction Day

- Promotional-Presentation Day of the school.
- This day is very busy. Students leave their workshops, classrooms, and lay down stalls in front of the school building.
- They present their craftsman skills in front of the passers-by visitors.
- For primary school pupils there are prepared skills competitions, they are informed about the possibilities of studying in our school, benefits as well as school activities.

„Young Craftsman"- Competitions

- Every year we offer the premises of our school for creative pupils from elementary schools so they can practice their skills in our workshops.
- For pupils of elementary schools, we organize the competition "Young Craftsman".
- Pupils produce a wood product and take part in a skill competition.
- This year, the 3rd year was organized, and 36 pupils from 18 elementary schools from Považská Bystrica and the surrounding area participated.
- The final round of the competition the Mayor of Považská Bystrica opened, there were the sponsors of several construction companies and businessmen from the region.

Elementary school counselors at our school

Every year, we invite to our school premises also the educational counselors from elementary schools who have their meeting here. As the part of the program, we provide them with all the detailed information about our students' opportunities to study at our school and answer related questions. Everybody is provided with promotional materials where all the basic information about our school is. The pleasant atmosphere is completed by refreshment.

Dual Education

The dual education system creates a relationship between the employer, the student and the school. For primary school pupils it is an attraction, they have the opportunity to receive regular financial rewards for the work done. The employer is responsible for the whole practical training, at the same time they he bear all costs related to its implementation. At our school there is a dual education in the field of car training and we plan to cooperate with other companies for other study programs.

Driving School

In our school there is the possibility to get a driving license for our students at an unbeatable price. We have a training area near the premises of the workshops. Theoretical training takes place in a vocational school classroom. Instructors of driving schools are our staff - teachers of vocational subjects. Driving school has a good reputation among our students.

Sports Class - in all study programs students can their study extended in sports training - specialization in football. The training is run by a teacher of physical education, who is also a coach of the Professional Považská Bystrica football club.

Secondary-school Student Exhibition

Modul Nr. 3

Introduction

Learning is a mutual interaction between the teacher and the student targeting a particular goal. This is a double acting. The teaching process influences a number of other factors: teaching methods, organizational forms, aids, didactic technique… The teacher-student relationship is affected by many other factors:

- Lessons also fulfill educational tasks, we talk about the educational process. It helps to discover new matters, express emotions. It helps to shape attitudes towards its school, education as a whole.
- The learning process affects the learner's attitudes to study and early school leaving.

Teacher – student

The teacher's role is to teach and educate. Therefore he uses various teaching methods, especially those that activate the thinking and creativity of students. The students experience the teaching process, express their attitudes, provide feedback. Teacher and student co-operate, adapt, influence each other. Activity, autonomy and creativity make a significant contribution to the development of student s' cognitive processes.

Types of the teaching process

Modern type:
- Students acquire knowledge and skills by self-reflection and activity-led by teacher.
- The learner is motivated and active in the learning process.
- This type is mainly applied to students of study programs who are interested in a new, modern style of teaching.
- To focus exclusively on this type of teaching process is not very appropriate for our type of school.

Types of the teaching process

Explanatory and illustrative. We talk about traditional lessons. At our school this type of education prevails.
- Information is given to the students in a complete form.

- The teacher teaches the subject, explains, emphasizes what is important, uses illustrative teaching aids.
- The teacher wants the learner not only to memorize curriculum, but also understand and apply it.
- The teacher is active, the student is more or less passive, he observes the teacher, writes notes from the board, and performs the tasks according to the teacher's instructions.
- Memory learning and mechanical reproduction of acquired knowledge predominates which often leads to uninterested of students.

Tuition process conditions at our school

Our school's goal is to create the best external conditions for the teaching process:
- each classroom is equipped by ICT technology;
- each study program has its own classroom equipped with illustrative didactic aids;
- renovation of school premises - new windows, an insulated facade of school buildings, a modern equipped cloack room, renovation of the boarding-house balconies, modernization of furniture in classrooms.;
- the school relaxing atrium;
- modernization the equipment of the specialized classrooms and practical subjects;
- teachers apply a humanistic, individual approach to students;
- they take into account internal conditions that are not observable from outside of the student's psychic disposition, these are associated with the student 's current readiness for teaching;
- we take into account especially for students with special needs;
- teachers' efforts are to prevent the student's failure, his weak activity which can lead into disinterest of school.

Methods of the teaching process
Motivation methods:

- At the beginning the teachers use demonstration through video (YouTube), images, illustrative didactic aids to raise interest of the topic and learning.
- Demonstrations are complemented by narratives - interesting insights, experiences that students could experience.
- Teachers communicate with students, encourage them to talk about their experiences, present their knowledge.
- If there is a skillful student in the classroom, the teacher assigns him the job to help a weaker classmate.
- Teachers like praising and encouraging students to have good study results. It is also a tribute to the little progress that is very important for students with special needs.

Methods of the teaching process
Explanation teaching methods:

- At the beginning the teacher uses a description of the characteristics, events.
- A method of explanation is often used in connection with the use of didactic aids. The teacher tries to activate students by questioning.
- Teaching materials in electronic form (presentations, photo materials, videos) are available for each subject, which teachers have created for themselves within a project implementation or homework.
- Teacher can use students´ essays for teaching.
- In groups of students who already have basic knowledge of the subject, teachers try to guide students to solve the problem, they work together with the material aids. However, it requires careful teacher´s training.
- Teachers like to use demonstrative methods - demonstration of instruments, tools, devices, 3D models, pictures, videos, observation of laboratories, professional training.
- Practical methods of working with materials, devices, machines are practiced in workshops.
- The school is associated to practice. The professional building courses are regularly carried out in the premises of practical training. Students have the opportunity to meet new materials, devices and technology. Training is also associated with practical demonstrations. They have the opportunity to obtain professional certificates.

- Teaching in the Laboratory is suitable for transferring practical knowledge.
- Project teaching is being implemented by students of the higher grades. Students, either individually or in groups, solve a problem, a complex task. To solve the problem, they use the knowledge from other subjects.
- Cooperative lessons are also applied in lessons. Students work in groups, perform various practical activities, jointly solve tasks and work together (suitable for vocational and general subjects).

The problem teaching method can be applied in lessons, too. The teacher introduces a problem (for example, the part of the vehicle does not work) and the student has to find a suitable way to solve it (he diagnoses the error and proposes the optimal way of repair). It can be used in other subjects, too.

To get spontaneous ideas that could lead to solving a group problem, brainstorming can be used. Ideas are written on the board. In the case of students who have an individual curriculum (not attending full-time schooling but learning at home in the form of self-study), e-learning is used (communication by e-mail, chat, study material - shared web site, e-mail, DVD, flash memory, assignments and completed assignments).

Methods of the teaching process

Fixation teaching methods:
We apply different methods of repeating and consolidating the curriculum, eg:
- the students orally repeat the curriculum;
- the motoric training is important in practical training for students, in which
  the students improve and train technical skills;
- the teacher asks questions and students answer – it is the most used;
- written repetition.

Organizational forms of teaching
According to the number of students participating in the lessons:

- individual (one pupil - one teacher) - we apply it for individual consultations;
- mass forms of teaching (one teacher - group of pupils) - in a classroom; laboratory, workshop, excursion, school trips ...;
- mixed (combination of individual and mixed) - we apply it for the group teaching.

According to the location of the teaching process:
- school (in the classroom, in the laboratory, in the gym, workshops);
- extra-curricular (homework, extra-curricular activities, excursion ...);
- the school organizes a number of excursions for the students - car showroom, construction fairs, KIA production factory, local companies...

According to the degree of autonomy of students ' work in the teaching process:

- individual student work - each student solves the task independently;
- student group work - The class is divided into groups where each one solves another task or all students solve the same task but in their own way - it puts higher demands on teacher training and lesson management;
- frontal work of students - lectures, discussions, films.

Holistic vs. serialistic learning strategy

In our school a serialist approach is used. Teachers apply modern methods in teaching, and the serialistic approach complements the holistic strategy. The class consists of diverse groups of students with different level of knowledge, experience and skills, it is very important for the teacher to be sensitive to applicate both learning strategies. In school conditions, the best is to combine both approaches with respect to student knowledge, psychological well-being and overall classroom.

Modul Nr. 4

Introduction

The last years of the last century brought a number of changes, which manifested not only new living conditions in Slovakia but also an increase in socio-pathological phenomena. Experts have been warning for several years that these negative phenomena have a growing tendency and are a serious socio-economic problem requiring an immediate solution. Early school leaving makes it difficult to succeed in the labor market, causes unemployment, lack of funding, and a life on the edge of the society. According to a survey conducted in Slovakia, which was attended by about 23% of Slovak primary and secondary schools, it was found that with early school leaving we meet mainly in secondary vocational schools.

Draft measures

Suggested measures by secondary vocational schools to reduce ESL:

- an interview with the student and their parents to motivate them to complete their studies (67.9%);
- better cooperation with parents of children who are likely to leave school (60.7%);
- recommendation to change the school (45.0%);
- individual care of this student by a counselor (42.1%);
- measures to help students complete their studies (40.7%);
- introduction of an early warning system for risk groups of students (38.6%);
- providing professional counselling (36.4%);
- Improving the overall climate of school and creating a favorable environment (30.0%);
- learning practices adapted to the student with special needs (22.1%);
- providing contributions to students re-entering the study (12.1%);
- systematic language support for students from other national minorities (7.9%).

Draft preventive measures

- regular interviews with the student concerned;
- long-term activity on the student's parents;
- cooperation of schools with experts;

- implementing activities to increase the motivation of students;
- develop and follow an individual study plan;
- accepting the teacher's assistants who work with students,
- the existence of a school counselling.

General systemic measures at schools

There are no generally valid procedures and measures to eliminate early school leaving. Each school creates its own preventive measures focused on reducing the number of early school leavers. In Slovakia the surveys show that secondary vocational schools meet mainly with early school leaving. Then we will present the measures that are applied at our school.

The main cause of school leaving in our school

Early school leavers have been troublemakers during their studies.
Primary early school leaving signals:
- increased absence at lessons, unjustified absence;
- insufficient school results despite the use of different methods and forms of teaching;
- ignorance of the lessons, the refusal and the ignorance of the teacher's efforts to involve the student in the teaching process;
- rejection of parents to communicate with the school.

Preventive actions

We try to use different preventive methods to prevent early school leaving.
The most effective preventive methods we have tried are:
- regular cooperation with the student's parents;
- working with a doctor, social worker;
- implementation of an individual education and training plan;
- individual care of a pupil by a counselor;
- increased attention by the class teacher;
- individual approach by teachers;
- application of different methods and forms of teaching;
- increasing the motivation of the pupil, his participation in professional excursions, cultural events, professional trainings, school projects, various school activities ..,
- participation in the dual education system;

- providing professional counselling;
- improving school climate and creating a more favorable environment;
- a recommendation from another school.

Family and school cooperation

By working with parents, we pursue the basic goal of successfully completing student´s education at our school and applying to the labor market. Nowadays, parents and students are more likely to be consumers who try to be happy with the school attended by their child. They choose this school in many cases randomly. In primary education, the role of career counselling should play greater role and importance. Disagreement between the family and school does not affect the student positively. That is why their mutual consistency and cooperation is important.

At our school we use different forms of cooperation with parents:
- class teacher meetings with parents (traditional meetings, individual consultations, or meeting in extracurricular environment);
- teacher and school guidance hours for parents;
- the Open Days associated with the presentation of all the premises of the school and the opportunity to observe lessons;
- a school website with lots of information for parents;
- the students' books as a traditional form of communication;
- school magazine and school newsletters with up-to-date information;
- school concerts, academies, balls and conferences including parents;
- courses, exercises, after-school activities, sports events and excursions;
- telephone contact of class teacher with parents;
- written form of communication (calls, warnings, greetings to the Mother's Day, etc.).

School measures

Educational system characters and school climate are important factors in the process of engaging students. A school-wide approach means that the whole school community (the director, staff, students and families) is involved.
Important school measures include:
- school education program in accordance with the law, has developed its own educational program, which is based on the state education program guaranteed by the Ministry of Education;

- educational program - the school has an educational program in line with the law governing education at school dormitory.

  - possibility to study according to an individual education plan. For each student with special educational needs, it is developed by a class teacher in cooperation with the educational counselor and relevant experts from the counselling center;
  - close cooperation with the Pedagogical and Psychological Counselling and the Prevention Center (school - student – family);
  - active cooperation with the Job Office (school - student - family);
  - teacher education - both professional and psychological;
  - possibility to obtain education through retraining in the profession - approved by the Ministry of Education.

Dual Educational System

The Dual Education System creates a relationship between the employer, the student and the school. In Slovakia it was introduced three years ago. Theoretical lessons are provided by the school and are taking place in its premises. Practical lessons are based on the contract between a company and the student. The company is responsible for its progress and implementation and bears all the costs associated with the practical training. The student is financially motivated. Our school currently offers Dual Educational System in the field of car mechanic. The plan is to establish co-operation in Dual Education and with companies for further training programs. In our school, the system of practical training in companies has been in place for several years, long before the national Dual Educational System was introduced. If the students find the company and have good study results, they may in the third school year provide practical training in the selected company.

School activities

School activities to increase student's motivation and school attendance:
- vocational training for students - representatives of companies in practical training facilities presenting new material and technology innovations, coupled with practical demonstrations;
- professional excursions in companies;
- participation in professional exhibitions and fairs;

- student's participation in the presentation of the secondary schools in the Trenčín region and take part in the traditional fair in Považská Bystrica;
- mobility of students - participation in foreign professional traineeships;
- participation of students in school projects - funded by the Ministry of Education, the self-governing region, the state budget as well as the European funds;
- professional competitions of students in Slovakia and abroad;
- the Open Day associated with the presentation of the students ' skills to the public in front of the school building;
- organizing and participating in sports tournaments - football, volleyball, floorball, cross-country running, athletics, table tennis ...;
- engaging students in knowledge, language and art competitions;
- participation of students in theater performances and cultural and educational activities;
- annual class trips;
- organizing a school ball for employees, parents and friends of school;
- organizing an event, The Students Day;
- organizing Christmas Academy for students;
- inauguration party for freshmen.

School benefits

The level of benefits depends in many ways on the financial budget of the school. By means of these benefits we want to encourage not only our students, but also primary school pupils to come to study at our school.

We provide:
- driving School - we offer our students a discounted price;
- accommodation at school dormitory - a part of the school complex. Students from a socially disadvantaged background have a good accommodation price;
- school meals -The school has its own canteen. Students accommodated in the dormitory have the option of full board;
- after-school activities under the guidance of tutors;
- social scholarships for students from a disadvantaged socio-economic background;
- motivational scholarships for exemplary attendance and good study results.
- students' award for successful school representation, exemplary attendance and excellent study results.

Italy

Modul Nr. 1

Introduction

What is meant by 'early school leaving'?

The European Union Education Ministers in the Council in 2003 (Council conclusions on "Reference levels of European Average Performance in Education and Training - Benchmarks") agreed on defining early school leavers as people aged 18-24 who have only lower secondary education or less and are no longer in education or training. The early school leavers are therefore those who have only achieved pre-primary, primary, lower secondary or a short upper secondary education of less than 2 years.

Early school leaving in Europe

While the expression "early school leaving" includes all forms of leaving education and training before completing upper secondary education or equivalents in vocational education and training, the term "school drop-out" is used with a much more restricted meaning: it refers to discontinuing an ongoing course in general or vocational education and training.

<u>Who is not considered to be an early school leaver?</u>
The definition of early school leavers excludes anyone who participated in some form of education or training in the four weeks prior to the date of the survey. Likewise, young people who initially drop out of school but then return to finish upper secondary education before the age of 25 are not regarded as early school leavers.
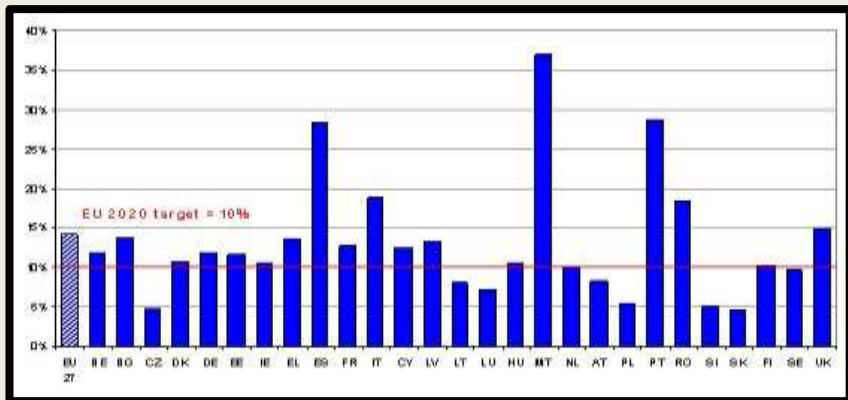
1. The number of drop- outs in a school year

"<u>National</u>" indicators used:
- number of students repeating one or more years;
- number of students passed with "school debits";
- delays summed up in the various school years;
- passages to another course of studies.

2. The number of young people aged 18-24 possessing only the first cycle of education certificate and away from the education and training system

 "European" indicators used:

Number of early school leavers*
(*) one of the indicators used by the European Union to monitor the progress   in raising the overall level of competence of the population in the partner countries according to the education objectives stated in the Lisbon European Council in the year 2000".

Who is most at risk?
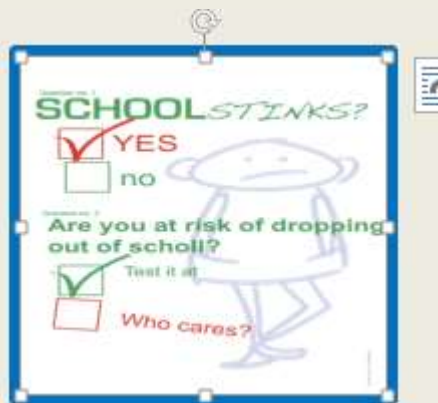
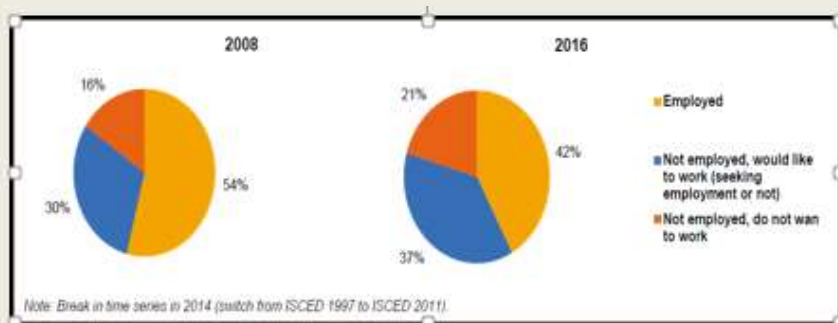**It is most probable that those who finish their education early are**:
* people from poor families and neglected background;
* children from families with economic problems and low education level;
* immigrants' children;
* representatives of minorities;
* pupils with special education needs;
* pupils from vocational schools;
* children from rural areas.

Why is ESL a problem?

In the long-term, ESL constitutes a tremendous waste of potential, for individual, social and economic development.

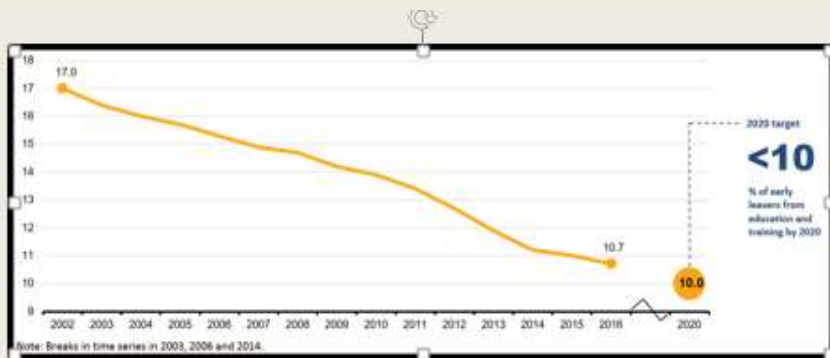Early school leaving leads to severe problems in the labour market

In general, low educational attainment — at most lower secondary education — influences other socioeconomic factors. The most important of these are **employment, unemployment and the risk of poverty or social exclusion.**

2008   2016

16%   21%
30%   37%
54%   42%

■ Employed

■ Not employed, would like to work (seeking employment or not)

■ Not employed, do not wan to work

Note: Break in time series in 2014 (switch from ISCED 1997 to ISCED 2011).
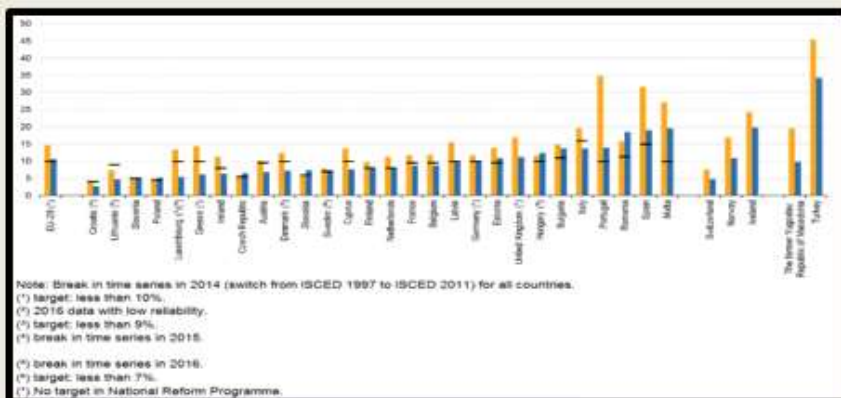
What is the EU's objective?

The Europe 2020 strategy contains five headline targets. One is to reduce the EU average early school leaving rate to less than 10% by 2020. The early school leaving target is strongly related to smart and inclusive growth. It impacts directly on the employability of young people and contributes to breaking the cycle of deprivation, social exclusion and poverty.

Note: Breaks in time series in 2003, 2006 and 2014.

Substantial decreases in early leaving in southern European countries

Note: Break in time series in 2014 (switch from ISCED 1997 to ISCED 2011) for all countries.
(¹) target: less than 10%.
(²) 2016 data with low reliability.
(³) target: less than 9%.
(⁴) break in time series in 2015.

(⁵) break in time series in 2016.
(⁶) target: less than 7%.
(⁷) No target in National Reform Programme.

Why do young people abandon education early? What's the problem

38

Giving up learning is seldom an easy and quick decision taken by young people. Early dropout is usually the result of a whole process of giving up learning due to personal, social, economic, geographic, educational and family reasons.

Main reasons and causes for leaving education

Community/social reasons
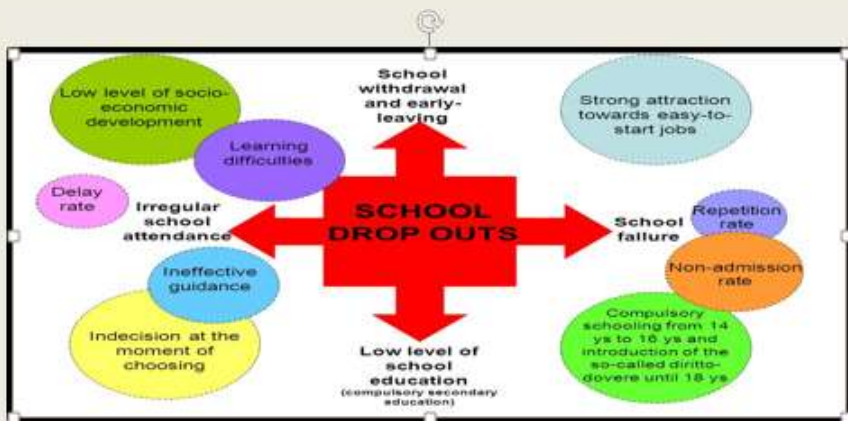
- Variety of values leading to disorientation;
- low chance of getting (an attractive) job;
- increasing problem of the individual to integrate him /herself;
- living in a "fun-society" and letting oneself go instead of straining oneself;
- relevance of education not being

- Poverty, ripple effect on emotional wellbeing, (bullying and stigmatization from their peers);
- low socio-economic;
- status/background of the area where the young person is living;
- poor social behavior outside school, sometimes leading to criminal prosecutions;
- high number of working hours outside school, leaving little time for school work and attendance.

Family factors

• low educational level of parents and siblings and subsequent low educational expectations;
• family problems - disruption, bereavement, illnesses, unemployment, not living with both natural parents, large number of sibling;
• family history of early school leaving;
• lack of parental support - limited interest in school activities and few school contacts;
• location factors - distance of travel / time needed to attend school, rural living.

The influence of the family on the students tends to be the same in all the countries.

Personal factors

• life circumstances- which make it difficult to be organized;
• low levels of achievement/success - often falling behind peers;
• low self-esteem;
• stress, anxiety and discomfort;
• lack of interest or boredom - leading to a lack of effort;
• poor attendance;
• ongoing poor behavior, lack of ethical / moral values - aggression, uncontrollable impulses, being part of high risk group/gang, use and sale of illegal substances;
• poor attendance and poor behavior are probably the most important signs of a potential for dropping out of school.

Gender

According to international and national research, in comparison to girls, boys are almost twice as likely to leave school with low or no qualifications.

Education factors

- poor quality / un-stimulating teaching e.g. lack of differentiation to cater for different   learning styles (The better the quality of education, the better the student's attendance);
- poor quality careers guidance - leading to poor course/school selection;
- lack of necessary basic skills level - unsuccessful progression from lower levels;
- falling behind on the course - and unable or unwilling to catch up (sometimes exacerbated by a lack of school support);
- feeling lonely or isolated, lack of integration with class group and/or ignored by teachers.

The above factors are common to all the countries but they may require different strategies and solutions because of the different school systems.

Is there a link between migration and early school leaving?
On average across the EU, twice as many young people from the first generation of migrants abandon school early compared to their native peers (26% versus 13%). In several Member States early school leaving is especially high among disadvantaged minorities such as the Roma population.

Education system related factors

- school climate, including conflicts with teachers, violence in school, bullying, etc.;
- grade retention (i.e. the process of holding students back to repeat a year when they are considered not to have made sufficient progress) does not necessarily improve academic performance.
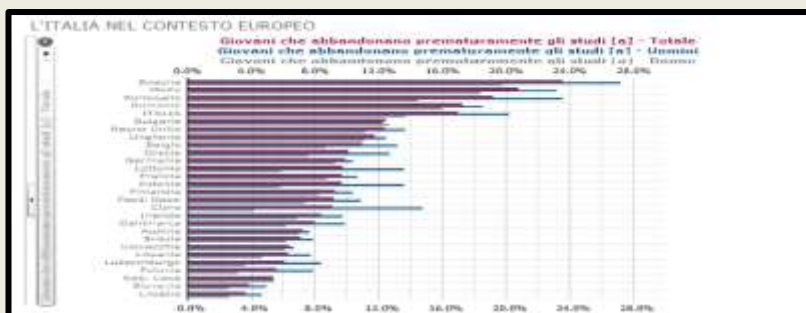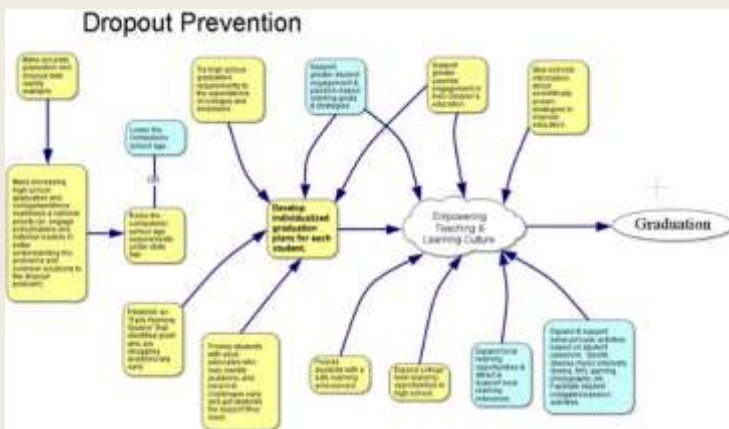
How does EU solve the problem?

- individual approach to the pupils;
- making education more attractive and flexible;
- adapting vocational schools offer to the situation on the labour market;
- introducing shorter courses for adults.

Prevention
- access to good quality education and care;
- relevant and engaging curriculum;

- flexible educational pathways;
- better integration of newly arrived migrant children;
- smooth transition between different levels of education;
- high quality, attractive and engaging vocational education and training (VET);
- involvement of pupils and parents in school decision-making;
- whole school approaches;
- strong and well developed guidance system.

Early school leaving in Italy - the current situation
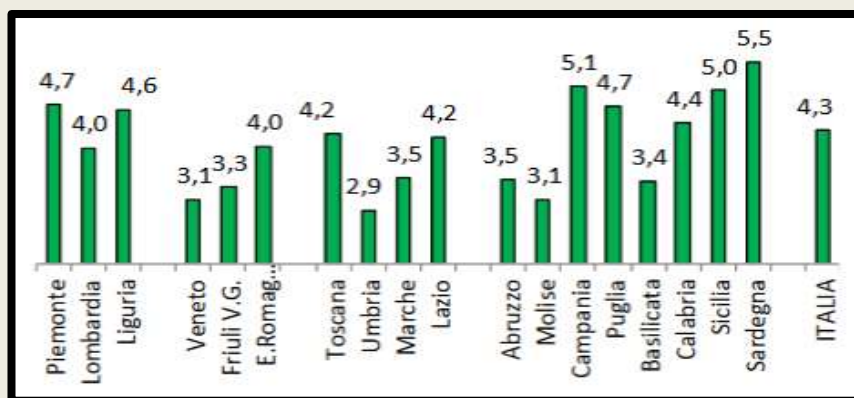
ELET rate at a regional level in Italy

	number of students	% of students	number of students registered in September
junior high school	3409	0.2	1716549
high school	31397	1.2	2523719
1st class	6732	1.2	578804
2nd class	4635	0.9	510373
3rd class	7050	1.4	508533
4th class	8246	1.8	466752
5th class	4734	1.0	459357

As the table above shows, in high school students tend to drop out especially in the third and fourth years. The majority of students leaving school attend a vocational school.

Three facets of the fight against ESL

1. **STRATEGIC LEVEL RESPONSES** Monitoring; coordination between measures…

2. **PREVENTION STRATEGIES** Targeted, structural measures; innovations to teaching practices; teacher training; guidance activities…

3. **INTERVENTION & REINTEGRATION STRATEGIES** Second chance classes; services and support for at-risk students and NEETS; school-work vouchers or checks…

Strategies for tackling early leaving from education and training, 2016/17
- integrative teaching in compulsory education in the areas with higher risk of drop-out and the extension of school timetable for groups of students;
- implementing extra-curricular activities in the afternoon (sportive, cultural, artistic and leisure activities);
- increasing flexibility and permeability of the education system through the full integration and recognition of non-formal and informal pathways within the education system;
- setting up local networks of guidance in each Regional School Office aiming at training teachers, promoting lifelong learning guidance and identifying needs;
- developing the students' register to identify early leavers;
- reorganizing the adult education system. Former centres and evening classes will merge into the new Centres for Adult Education (CPIA);
- integrating classes in institutes for the detention of minors and adults.

Further remediation interventions

- strengthening of ordinary didactic activities in small groups of students with the same level of achievement (60% of projects);
- laboratories (arts and crafts activities, entertainment) aiming at improving the school-classroom climate (50% of projects);
- guidance, mentoring and coaching single students (33%) with the aid of private services and church associations;
- activities with ITC and student empowering (33%);
- activities to promote parents' involvement (20%).

National plan for Digital Schools (PNSD)
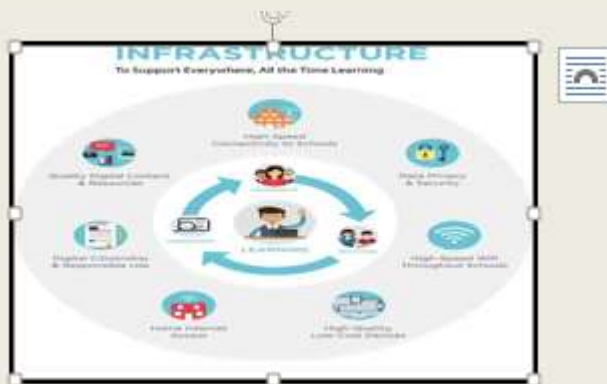
3 objectives

- Introduce ICT as a part of the daily tools of classroom activities.
- Experiment new models of school organisation and of teaching.
- Support the development of new products (resource and devices).

4 programmes

- Piano LIM, cl@sse 2.0, scuol@ 2.0, Editoria digitale scolastica.

Related initiatives

- Development of national and school information systems.
- Phasing out of paper-only textbooks (e-textbook law).
- Smart cities.

Tackling inequalities and promoting inclusion

- **The school plan for inclusion**

- **The individual learning plan** – piano didattico individualizzato

- **Migrant children:** the number of non-Italian students more than doubled, from 370.803 in the school year 2004/05 (4.2% of the total school

population) to 814.187 in 2016/17 (9.2%). They repeat grades with much higher frequency than their Italian counterparts: 14.7% in primary school (against 1.9% for Italians), 41.5% in lower secondary school (7.4% for Italians) and 65.1% in upper secondary school (23.3% for Italians), which increases the risk of dropping out and eventually joining the NEET group. Those who reach upper secondary school level are more likely to choose technical schools (38.5%), followed by vocational schools (37.9%). In terms of basic skills, non-Italian students perform worse than Italians, but those in the second generation perform better than the newly arrived.

Schools are encouraged to be welcoming and inclusive when receiving migrant students. School autonomy allows teachers to tailor individual learning plans (PDP – piano didattico personalizzato) for children with a migrant background. Italian legislation allows the free admission and school enrolment of children of illegal migrants. The Ministry of Education has extended the range of activities in centres for adult education to include the teaching of Italian language to foreign adults.

Modernising school education

The school reform is being implemented and should improve learning outcomes.

- additional funds (almost EUR 40 million per year) are intended to cover fees, the purchase of textbooks and tablets, and transport costs for low-income students;

- a general tax deduction of tuition expenditure (in the order of 19%, intended to provide advantages to students enrolled in private schools) and a gift offered to all Italian students on their 18th birthday of EUR 500 to be spent on cultural consumption (bonus cultura).

Student testing now covers the entire student career and allows for adequate monitoring of student achievements.

Participation in work-based learning (*alternanza scuola-lavoro*) is mandatory in the three final years of upper secondary.

National bodies in charge of the prevention of the problem
1.   National plans and programmes (regulations, guidelines, teachers' training.

2. Regions.
3. State schools and regional vocational centres.
4. The integration between Vocational Institutes and regional vocational training agencies.
5. Job Centres (run by provinces, they can also provide youngsters with counselling), provinces for certain aspects connected with upper education, town councils, district councils in large cities and the drug prevention offices of the National Health Service.
6. Community services and volunteer associations.

Territorial gap: the «southern issue»
The dropout rates per region, as calculated by the Italian Institute of Statistics in 2017, show that Campania (25%), Apulia (27.7%), Sardinia (29.7%) and Sicily (30.4%) are well above national 20.6% while such regions as Basilicata(12.6%), Lazio (13.6), Tuscany (13.7) are better than the European average.
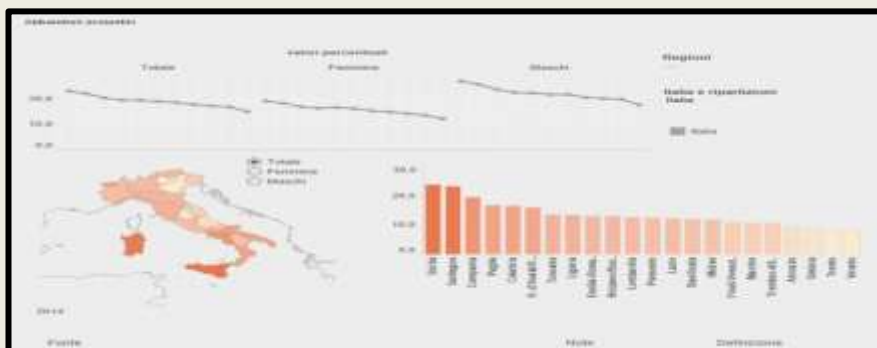
Plan of Action – Cohesion for the improvement of collective public services in Southern Italy – Priority: education' ('Piano d'azione – Coesione per il miglioramento dei servizi pubblici collettivi al Sud. Priorità istruzione').

Modul Nr. 2

KINDERGARTEN
(from 0 to 3 years)

NURSERY SCHOOL
(from 3 to 6 years)

Play, Learn and Grow... Together!

PRIMARY EDUCATION

Primary School
(age 6-11)

It's commonly preceded by three years of non-compulsory nursery school (or kindergarten).

Primary school lasts five years.

Until middle school, the educational curriculum is the same for all pupils:

Although one can attend a private or State funded school, the subjects studied are the same

with the exception of special schools for the blind or the hearing-impaired.

The students are given a basic education in such subject as:

English!

physical education

HISTORY

French

Visual Arts

Math

ITALIAN LANGUAGE

Social Studies

SCIENCE

Geography

Music

SECONDARY EDUCATION

Secondary education in Italy lasts 8 years and is divided in two stages:

Lower secondary school, also broadly known as *Scuola media*, which corresponds to the Middle School grades

It lasts three years (roughly from age 11 to 14)

Upper secondary school, also broadly known as *Scuola superiore*, which corresponds to the high-school level.

It lasts five years (roughly from age 14 to 19).

Every path involves an exam at the end of the final year, called *esame di Stato*, required to gain a degree and have access to further university education

For historical reasons, there are three types of *upper secondary school*, subsequently divided into further specialization:

Lyceum

Vocational school

Technical institute

Lyceum

The education received in a *Lyceum* is mostly theoretical, with a specialization in a specific field of studies (humanities, science, or art).
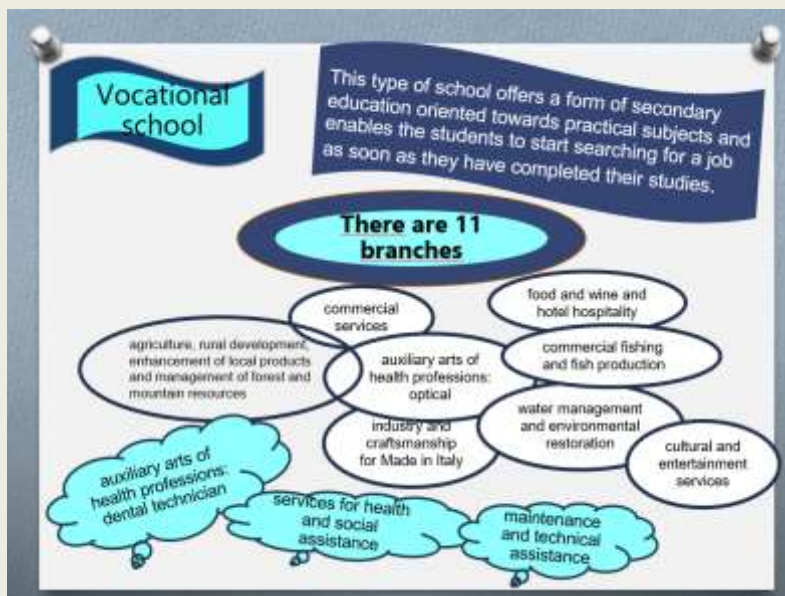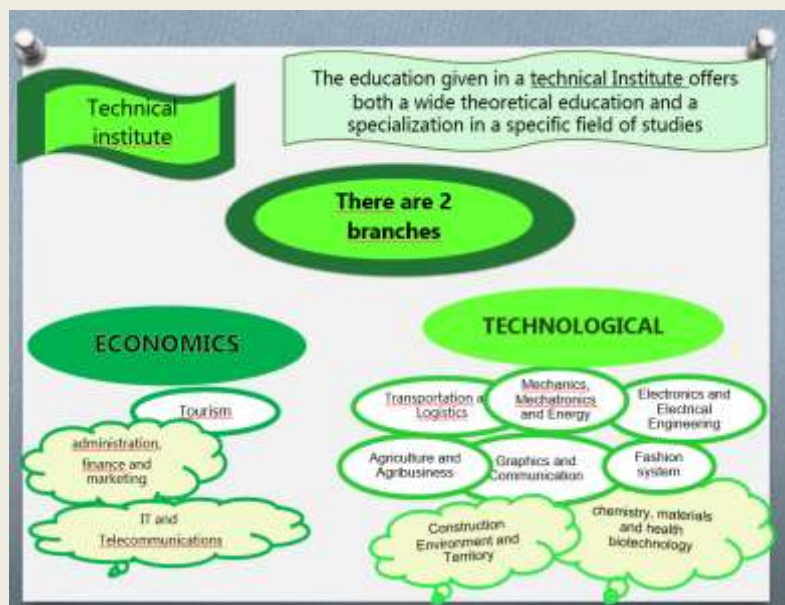
There are 6 branches

Classic

scientific

artistic

linguistic

Human sciences

musical

Technical institute

The education given in a technical Institute offers both a wide theoretical education and a specialization in a specific field of studies

There are 2 branches

ECONOMICS

Tourism

administration, finance and marketing

IT and Telecommunications

TECHNOLOGICAL

Transportation and Logistics

Mechanics, Mechatronics and Energy

Electronics and Electrical Engineering

Agriculture and Agribusiness

Graphics and Communication

Fashion system

Construction Environment and Territory

chemistry, materials and health biotechnology

Vocational school

This type of school offers a form of secondary education oriented towards practical subjects and enables the students to start searching for a job as soon as they have completed their studies.

There are 11 branches

commercial services

food and wine and hotel hospitality

agriculture, rural development, enhancement of local products and management of forest and mountain resources

auxiliary arts of health professions: optical

commercial fishing and fish production

industry and craftsmanship for Made in Italy

water management and environmental restoration

cultural and entertainment services

auxiliary arts of health professions: dental technician

services for health and social assistance

maintenance and technical assistance

EDUCATION for ADULTS

To contrast the dropout the Italian school system provides also courses of education reserved to adults that take place in the afternoon and evening.

In this way, adults can obtain a degree even if they work

The courses addressed to adults refer to secondary education, both low and upper education

Generally in the upper education such courses take place in vocational schools

it's never too late to start again

HIGHER EDUCATION:

University education is organized, according to the European model, in a basic three-years period and a two-years specialization (except for some faculties as medicine).

After 3 years the Degree is obtained, instead after the two-years period the Specialistic Degree is obtained.

Then there are higher qualifications such as Masters and Doctorates.

Italy has a large and international network of public and state affiliated universities and schools offering degrees in higher education.

Italian State universities constitutes the main percentage of tertiary education in Italy, and are managed under the supervision of Italian Ministry of Education.

Choosing the right school

... a dilemma for most students:
lots of schools, lots of tips and
... so much fear of making mistakes!

However, not everyone can make the right choice, and many find themselves in a school that doesn't reflect their attitudes, makes them listless and unwilling to continue their studies.

The greatest number of dropouts occurs during the first two years

The role of the school, with the activity of orientation, aimed at the students of the lower secondary school, becomes decisive so that, the students can get an idea of what they will study and what are the working outcomes of high schools, technical and professional institutes.

Young people need:
✓ Learn to know each other to understand what their skills and competences are
✓ Know the training offer and job opportunities
✓ Being able to choose the training path that best suits their characteristics and tastes

Some teachers take care of the orientation activity by

Visiting middle schools also from neighbouring countries

On December teachers and some students visit middle schools to explain to pupils what our school offers and to invite them to partecipate at the open day

Open Day

Once a year, generally in January, the school opens the door to pupils and their parents

The manager presents the school with all its branches and activities and provides with all the detailed information about opportunities to study at our school.

To ensure success for all pupils, it is necessary to constantly monitor the results, encourage, re-establish and offer opportunities for growth.

Teachers are alert to possible signs of discomfort such as :
- ✓ Irregularities in frequency
- ✓ Continue delays
- ✓ No admissions to subsequent years
- ✓ Repetions and interruptions
- ✓ Early release of children from the school system
- ✓ And pay special attention to SEN students

Student Success

...AND THE SCHOOL

- ✓ organizes non-curricular activities for young people and also for parents
- ✓ maintains relations with the outside world
- ✓ realizes actions of individual type (opportunities of listening and prevention of discomfort) also with the presence of a psychologist

Our school is not just a place to study

Erasmus +

Our school is not just a place to study

FREE English certification

TRINITY
COLLEGE LONDON

UNIVERSITY of CAMBRIDGE
ESOL Examinations

CAMBRIDGE ENGLISH
Language Assessment

Authorised Centre

Our school is not just a place to study

FREE ECDL certification

ECDL

ECDL
IT - SECURITY

ECDL
Advanced

LOOKING TO
THE FUTURE

Instead of preventing dispersion by identifying students at risk, we need to build all our students school success, passing from prevention towards "students at risk" to everyone's attention.

Modul Nr. 3

TOOLS AND METHODOLOGIES TO TACKLE EARLY SCHOOL LEAVING

Scientific literature in the educational field converges in attributing to the laboratory the ability to combat scholasticism and early school leaving. It is a question of transforming traditional, transmissive and teaching-centric didactics into active laboratory teaching, particularly in the basic subjects (native language, mathematics, science, foreign languages). Moreover, it is precisely in the **two-year period (9 and 10 grades)** of technical and vocational education that the highest number of training debits, failure and drop-out is concentrated, a very important problem in our Country, which presents considerably higher percentages (18%) than the European average and the threshold set by the EU2020 European agenda (10% by 2020). The major teaching concern of many teachers is to complete the school curricula according to the guidelines of the Ministry of Education. Therefore, less emphasis is placed on the significant and stable quantity in memory that students are able to learn.

THE TRADITIONAL LESSON

In the traditional "ex cathedra" lesson, the teacher provides information and the student focuses his effort mainly on following the explanation and taking notes. Many researches deny that the "ex cathedra" lesson is an efficient way of transmitting information accurately. Out of about 5000 words heard in 50 minutes of class, students write about 500 and on average write 90% of the information written by the teacher on the blackboard. The traditional lesson favors the most gifted students. Even the most gifted students, however, have difficulty in focusing their attention for an hour or more. After about 10 minutes, the attention starts to decrease. Immediately after a 50-minute lesson, students remember about 70% of what was presented in the first 10 minutes and 20% of the content presented in the last 10 minutes.

TOWARDS A CONSTRUCTIVIST TEACHING

According to *Constructivism*, which has its roots in Piaget's work, knowledge is built by the learner as he tries to order his experiences.

According to *Social Constructivism*, intersubjectivity between actors is the prerequisite and the "place" to learn how to develop tools to understand reality.

THE CONSTRUCTIVIST MODEL

This new concept, which sees the student actively involved in the construction of knowledge, has replaced the vision of Behaviourism, which considers learning centred on the stimulus-response structure.

According to Vygotskij, cognitive development is a social process in which the ability to reason increases in interaction with peers and with the most experienced people. By interacting with peers, the student works a greater cognitive processing and can admit and clarify his confusion

NEW METHODOLOGIES
But what exactly are these methodologies? Let's have a look at some of them.

COOPERATIVE LEARNING
Cooperative Learning is a method that involves students in group work to achieve a common goal. For group work to qualify as Cooperative Learning, the following elements must be present:

- ↗ **POSITIVE INTERDEPENDENCE:** group members rely on each other to achieve the goal.

- ↗ **INDIVIDUAL RESPONSIBILITY:** all students in a group have to account for both their part of the work and what they have learned.

➚ **FACE-TO-FACE INTERACTION:** although part of the group work can be divided and carried out individually, it is necessary for the group members to work interactively.

➚ **APPROPRIATE USE OF COLLABORATION SKILLS**: students in the group are encouraged and helped to develop confidence in their abilities, leadership, communication, etc.

➚ **WORK EVALUATION**: periodically evaluate the effectiveness of their work and the functioning of the group.

We can distinguish between:

➚ **informal "C.L."**(short exercises assigned in class to non-fixed groups of two or more students) and

➚ **formal "C.L."** (longer and more demanding exercises assigned to groups of students who work together for a significant part of the course).

The educational results in both cases are effective.

PROBLEM SOLVING

Problem solving could be defined as an educational approach aimed at developing, in a psychological, behavioral and operational level, the ability to solve problems. It is generally associated with the development of logical-mathematical problem solving skills, but this is not the only teaching area that can take advantage of these skills.

Problem solving, in an interdisciplinary perspective, means the correct use of the ability to classify problematic situations, whether they are relevant to the logical-mathematical area or not. Therefore, problem solving and the method of research and discovery are approaches that can commonly be applied in the various didactic areas.

But what is the problem solving process if not a metacognitive routine?

Problem solving becomes a gym for self-regulation skills. Through it the students will be able to monitor the processes and to evaluate the degrees of utility, necessity, appropriateness of the different resolution processes.

ROLE PLAYING

It is a technique of dramatization of social and organizational role behaviour, expressed through a simulation of real situations, in which personal and subjective aspects are not analyzed, if not indirectly. Is an educational methodology aimed at acquiring relational competences connected to a professional profile.

BRAINSTORMING

It is a didactic methodology in which the research of the solution of a problem is carried out through intensive sessions of debate and comparison of the ideas and proposals freely expressed by the participants.

The specific aspect of the brainstorming technique is twofold:
- ↗ on the one hand, the notable opening of the points of view, which can allow the capture of unconventional aspects of a problem;
- ↗ on the other hand, the possibility of obtaining further stimuli from the answers of other students to achieve richer and more extensive answers.

DEBATE

It is a methodology that allows the acquisition of transversal and curricular skills, taking away some traditional paradigms and fostering cooperative learning and peer education, not only among students, but also between teachers and between teachers and students.

Curriculum discipline in the Anglo-Saxon world, the debate consists of a confrontation in which two teams (each composed of two or three students) support and counter a topic or an issue given by the teacher, placing himself in a field (pro) or in the other (versus).

FLIPPED CLASSROOM

In this methodology, time at home is dedicated to the acquisition of information, while time at school is structured for laboratory activities.

The role of the teacher is profoundly rethought and instead of giving his lecture in a traditional way, he asks the students to self-document (indicating resources or preparing video lessons) so that in class they arrive with a wealth of knowledge to activate and apply. Of course the role of ICT is central to this process.

THE IMPORTANCE OF INFORMATION AND COMMUNICATION TECHNOLOGY IN TEACHING

Today's students were born together with new technologies and grew up based on a "medial diet". The school that educates them instead complains of a strong delay in the use of multimedia learning technologies. The most evident effect of this situation is that traditional pedagogical systems are increasingly incapable of attracting young people, used as they are, to looking far beyond the textbook, fascinated by what allows them to enter into direct communication with the issues.

The most recent of the reforms undertaken in this sense by our Ministry of Education, University and Research (MIUR), is the Digital School Plan, launched in 2007 with the aim of innovating learning environments and strategies in all orders and degrees and in all disciplines.

Therefore, the climate that must be established within the Italian school is that of changing and rethinking the entire educational action. Digital teaching is offered to teachers as an active teaching strategy, capable of enhancing student participation and testing it in a more real environment in a combination of knowledge and know-how. Education that uses new technologies, mixing them

with traditional methods, equips teachers and students with tools that can lead to real innovation. ICTs offer tools for work, sharing and cooperation, allowing teachers to provide education in an integrated way and also enhancing the skills necessary for independent learning.

In the last twenty years, the Italian school has been the subject of numerous reform initiatives which have led to a gradual introduction of ICT into our classroom aiming at getting learning better.

The objectives are to disseminate knowledge about new models of learning and training, to equip the school with guidelines for the insertion, at the base of the teaching methodology, of new technologies, as well as to overcome the widespread resistance to their use, promoting the interactivity between teachers and students and between students themselves.

Modul Nr. 4

Introduction

In Italy, on the contrary of other countries, there are no yet specific actions related to the early school leaving taken into consideration of a global strategy. Currently we are trying to strengthen a form of cooperation with the related parties (family, ministries, local association and so on…). There are very important systemic actions around the target of «inclusion» :

- increase of the compulsory attendance of school;
- building an educational and professional system in accordance to the local and regional education institutes;
- reinforce an educational system for adults.

The School Office (Ambito Territoriale XV) has already implemented, since the year 1988/89, the «Osservatorio Provinciale» regarding the phenomenon of the early leaving school and the success of the educational system towards the most suffering areas of Palermo.

The «Osservatorio Provinciale» consists of professional parties, representing various authorities linked to the local territory (Ministry, Local governments, Courts for minors, school trade unions).

PPreventive measures by the «Osservatorio Provinciale»

- continue the work done in synergy during these years with the Territorial Psycho-pedagogic Service team, teachers, institutions, and associations, in order to monitor the different types of early leaving school:

- abandons;
- Repeating the school year;
- Non consistent attendance.

Encourage and implement actions towards students, families and teachers.

Identify and divulgate a methodology called «network participation» to develop a strategy able to provide real answers to disadvantaged student, to promote a change in the quality of the interpersonal relations, aiming to share a common integration between parties.

What is the school task?

- There are no generally valid procedures and measures to eliminate early school leaving.
- Each school uses its own preventive measures to slow down the early school leavers.
- Majority of early leaving school in our provincia is of male students and this happens especially in poor areas.
- The highest percentage of early leaving school is in professional institutes.

And what about our school? What is it doing?

Our school is committed to provide students with tools to understand the complexity of our society, and to find the direction as:

- link the local with the global;
- develop a critical consciousness;
- discover personal talents and abilities, in order to give importance and find specific competences to realize significant projects in life.

In order to get the mentioned goals, our school has the following targets:

Fight the early school living!

HOW?

1) Increasing student's admission to the following school year (up to 10%).
2) Promoting students´ motivation towards studying.
3) Realization of an Observatory to prevent the early leaving school.

Our school promote an Inclusive Education based on the following points:

1. Achieve the right to study for all students, including students with disabilities, special needs, social difficulties, etc. ;
2. Prevent the early leaving school;
3. Prevent acts of bullying and cyberbullying;
4. Prevent and oppose each type of discrimination;
5. Consulting and training on B.E.S., D.S.A.

The main cause of school leaving in our school

The FIRST SIGNALS are:
• increased absence at lessons, unjustified absence,
• insufficient school results ,
• Indifference by students towards school activities;
• rejection of parents to communicate with the school
• Lack of socialization with their own classmates

The primary factors that influenced the absence of learning were family circumstances:
• the overall family background,
• incomplete family,
• Indifferent attitudes of parents to education.

Students left school and start to work.

Preventive methods

The most effective preventive methods we use are:
- increased attention by the class teacher;
- individual approach by teachers regular cooperation with the student's parents (through phone calls);
- pay attention to the number of absences and eventually call the Italian police for the compulsory school (only for under age students) ;
- creation of an individual education and training plan;
- individual care of a student by a counselor and the ASL;
- increasing the motivation of the student with his participation in professional excursions, cultural events, professional trainings, school projects, various school activities ..;
- improving school climate and creating a more favorable environment.

Strategies against the risk of early school leaving
1) The most important strategy is surely the Cooperation between family and school because working together students can reach an highest success.

Our school uses different forms of cooperation with parents:
- class teacher meetings with parents (traditional meetings or in extracurricular environment);
- the Open Days organization where different school plans are presented (school lab, workshop…);
- a school website with lots of information for parents;
- group Chat with students and parents to facilitate communication (whatsapp groups);
- school magazine and school newsletters with up-to-date information;
- school events and meeting including parents;
- after - school activities, sports events and excursions;
- for each student with special educational needs, it is developed by a class teacher in cooperation with the educational counselor and relevant experts from the counselling center;
- close cooperation with the Pedagogical and Psychological Counselling and the Prevention Center (school - student – family);
- active cooperation with the Job Office (school - student - family);
- teacher education - both professional and psychological.

2) The «Dual vocational training»

The 107/2015 law the so called «Buona Scuola» offers a new formative experience to high school students.

What is the «Dual vocational training»?

It's the combination of school and work for the students (from the third year onwards) it is a project from the Ministry of Education, with the idea of spending part of the higher education within the companies. These internships are similar with the ones existing with the university courses, in order to provide the student with a first contact with the work environment. The student should always be someone to learn and not to actively work.

The combination between school and work is guided by the school, which has the main responsibility on its realization. There are 400 hours expected for professional institutes.

The objectives are:
1) Learn work competences in accordance with the study orientation choice.
2) Help young students to give value to personal interests, learning processes.

3). Achieve specific competences to enter the work environment, combining study hours with work hours within local companies, in order to gain experience in action and reduce the gap between school and work environment.

Negative aspects:

- Currently there are some cases of student's exploitation from the employers.
- Difficulties to the study hour's organization etc.
- In conclusion the combination school-work is a good project but it should be very well managed to promise a smooth admission of the student in the work environment, leaving a positive impact on the student.

3) A serene atmosphere at school is an important factor in the process of engaging students.

School activities to increase student's motivation and school attendance are:
- excursions in companies;
- participation in professional exhibitions and fairs;
- mobility of students - participation in foreign professional internship;
- participation of students in school projects – supported by the European funds;
- formative Stages in Italy and abroad;
- organization of the Open Day in cooperation with the students;
- participation of students in cultural and educational activities;
- organizing and participating in sports tournaments - football, volleyball, athletics;
- annual class trips;
- organizing parties for freshmen, Christmas' day, Easter and for the end of the school year.

Romania

Modul Nr. 1 + 2

Early School Leaving and Dropping out

"The Century of Speed", the changes within society and family, parenting and childhood issues, the redistribution or confusion of parent roles, the reduced time they spend with their children are just a few of the factors that open the way to a conspicuous area of problems among young people.

To all this is added school overload, "traditional" or inconsistent educational methods, dysfunctions between evaluation and scoring, fear of exams, etc. The "flight", the dropping from the classes seems to students to be the solution to all their problems.

Let's not forget the socio-economic situation and the worrying prognosis that estimates the growth of the population affected by poverty, in other words, some

social classes or editorial groups ... Unfortunately, all these factors lead to an increase in absenteeism and, implicitly, school leaving.

What's worrying is that the European Union countries are facing this growing problem of early school leaving increasingly year after year. According to statistics provided by UNICEF, 6 million young people (14% of the total) give up on studies each year. Dropping the school is a serious problem which our modern society is facing nowadays.

The European Union's objectives upon the school drop-out is clear and firm: the target being a decreasing the school dropout rate in the EU below 10% by 2020 and in order to do so to reach the EU Member States' target we are invited to develop policies that cover the entire educational system. Solving early problems of dropping out and removing them could be the launch ramp for considerably reducing this scourge that is driving more and more young people.

Early leavers from education and training in the EU Member States
(% of those aged 18-24 with at most lower secondary education and who were not in further education or training)
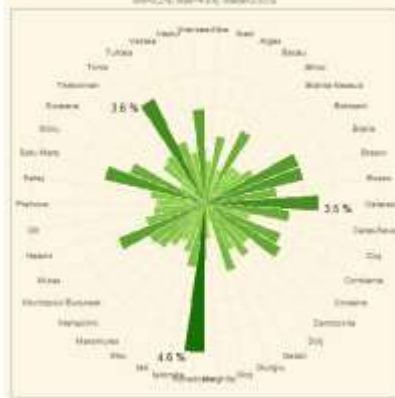
The situation regarding school dropout in Romania.

The abandon rate has increased by a third over the past 9 years (UNICEF report). The rate of dropping out the school is increasing after the 8th grade.
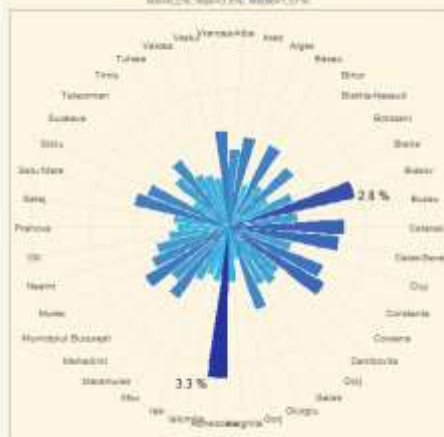
Abandonul scolar în învatamântul liceal si profesional 2011
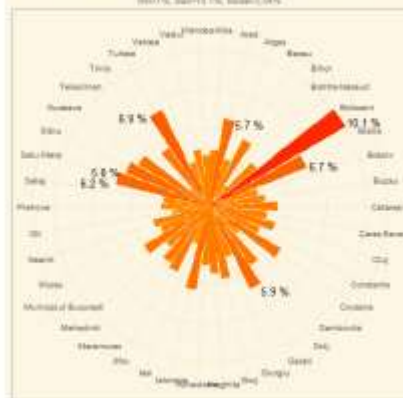
Abandonul scolar în învatamântul gimnazial 2010


Abandonul scolar în învatamântul primar 2010

At Cluj county level, the situation seems slightly better. In other words, the NW region of the country has a lower abandonment risk compared to the other regions. Specifically, the data from the Social Remer shows that school drop-out is 16.3%. The explanation might be that this area is more economically and demographically developed.
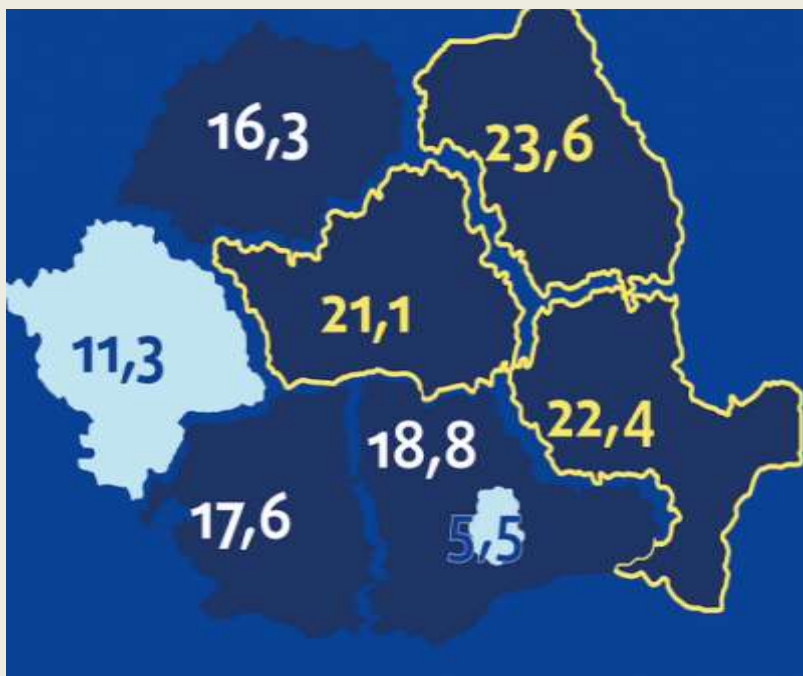
The economic situation in recent years has accentuated this phenomenon.

Psycho-pedagogical causes (pupils' health status, ethnic groups, religious affiliations.

Cauzele psihopedagogice ale abandonului scolar
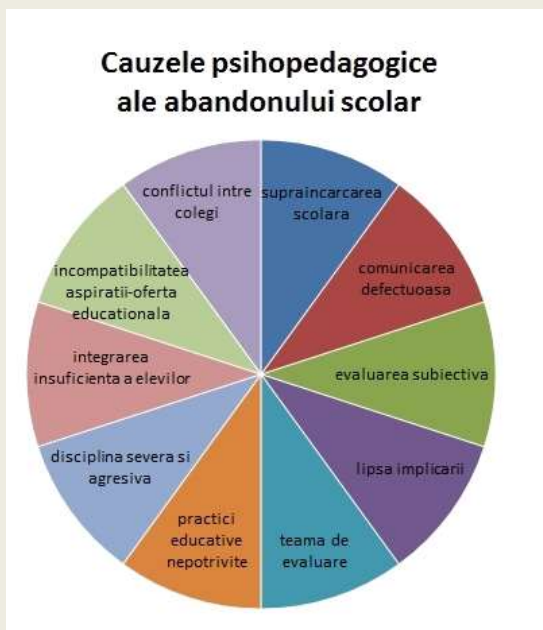
• 1, 5% of pupils in primary and lower secondary education drop out of school.
• 7.9% of pupils enrolled in the high school and post-secondary school leave the education system without completing it.

Our school aims to reduce the phenomenon of school dropout through various projects:

1. Extracurricular programs based on parents with social backgrounds at risk of abandonment:
     • " books make a better life " - the purpose of this theme is to change the attitudes of some parents who think school / book is no longer a priority or a job guarantee.
     • "Education is a need of our age" - Implication of secondary school teachers and local authorities in monitoring and providing support to families and children at risk of drop out school.
Second-chance schooling - contacting students who have dropped out of school and reintegrated with a view to get a qualification.

2. Improving school-family communication / teacher-student-parent:

- Active engagement of our school teachers as mentors and meditators of the younger generation.

"Never stop learning, because life never stops from giving lessons!" - informal discussions with students in order to make them aware of the importance of education to perform in adult life.
  - Identify and develop abilities, skills, values and social behaviors according to our school's specializations so that students are ready for adult life.

3. Increasing the attractiveness of our school through intense building and endowment programs, modern classrooms, laboratories, workshops, etc.

In conclusion, education represents for every society a key factor for sustainable development. Children today "grow" too fast, too early, they are exposed to problems that sometimes go beyond the cognitive level of their age, do not know methods or strategies to solve problems and without the unconditional support of adults (teachers, parents) they will   find it hard and late the "road" to a healthy life both professionally and socio-emotionally.

Modul Nr. 3

Methods and Strategies

A.TECHNIQUES OF TEACHING

There are few things that are necessary to develop in order to explain further what implies methods and strategies.

Approach - one's viewpoint toward teaching

Method   - a series of related and progressive acts performed by a teacher and students to achieve the objective of the lesson.
Technique – the personal art and style of the teacher in carrying out the procedure of teaching.

Strategy – set of decisions to achieve an objective that results in plan.

Instructional Systems
-   What is involved in the process of instruction?
-   What are the essential components of instruction?

Instructional systems involve:
-    **decisions** related to what will be taught,
-    how it **will be organized** for learning
-    how learning **will be assessed**.

So we need a toolbox of methods, not merely a single tool. Instructional strategies, or teaching methods, depend on a number of factors such as:

-    the developmental level of students;
-    curriculum educational system goals;
-    intent and objectives of the teacher, content, and environment including time, physical setting and resources.

Imagine a course that challenges teachers to meet a number of objectives. A single method cannot meet all of our goals nor can a single method accommodate all learning styles at once.

1. Embedding change in education systems

The Main Objectives:

Customize learning environment

- Long term planning.
- Targeted staff development.
- Personalized learning.
- Improve progression.
- Promote active learning.
- Match student and school expectations.
- Stimulate learning in trainees.
- Reduce drop out

2.The main aims of national Curriculum

- Provide a coherent, flexible and enriched curriculum from 5 to 16/ 18.
- Equip learners with four key 'capacities' – successful learners, confident individuals, responsible citizens and effective contributors.
- Provide a new 3 to 15 curriculum – to maximize progression through the curriculum and onto qualifications and provide more personalization and choice.
- Give schools more autonomy – e.g. in curriculum structure, teaching programs (especially in secondary).
- Give teachers more flexibility over what and how they teach.
- Provide a set of qualifications – build on strengths of old qualifications and maintain high standards and credibility
- Assessments to have more focus on skills refreshed & relevant content.
- Important to ensure that there is alignment between teaching methods, learning and assessment criteria.

Clear expectations on the part of students of what is required of them are a vitally important part of students' effective learning (Ramsden, 2003)

This correlation between teaching, learning and assessment helps to make the overall learning experience more transparent and meaningful for students

C. Effective School

Effective schools can be defined as those that successfully progress the learning and development of all their students, regardless of intake characteristics, beyond the normal development curve.

- Build a consensus around, and clearly communicate, the school vision and support this with a clear strategy.
- Use data wisely to evaluate student achievement, teaching quality, impact of changes.
- Invest in good continuous professional development for teachers and leaders, creating a culture of learning.
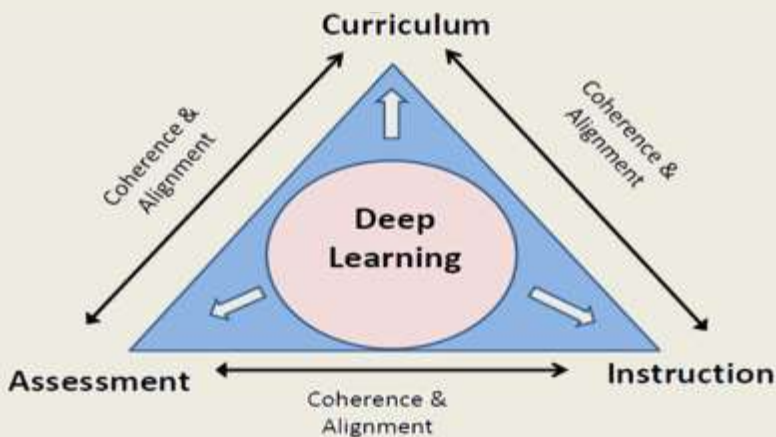
For the good teacher, learning do not involve a "paradigm shift".

DIRECT APROACH is almost based on:
Expository Strategies, which are generally:
- Deductive;
- Demonstrative;
- Expository.

INDIRECT APROACH is based on:
- Exploratory strategies;
- Inductive and Problem solving;
- Discovery and Laboratory;
- Reflecting and inquiry;
- Constructivism and metacognition.
-

Expository Strategy	Exploratory Strategy
• Less delivery time • Utilizes expositive strategies such as: Direct teaching, Deductive Process, Teacher controlled method • Less student involvement	• More delivery time • Utilizes discovery strategies such as: Inquiry teaching, Inductive process, Teacher facilitated method • High number of students involved • Active/interactive

One of the modern techniques and strategy is Cooperative Learning Strategy :
- a type of group work in which two or more students interact with the common goal of mastering specific academic materials.

And another modern one is – Student Teams Achievement Approach

ANALYSIS OF TRADITIONAL METHOD OF TEACHING

- Pre-technology education context, the teacher is the sender or the source.
- The educational material is the information or message.
- The student is the receiver of the information.
- The delivery medium: chalk-and- talk" method overhead projector (OHP) transparencies.
- In such a lecture/ mainly or predominately expository lesson the students assume a purely passive role and their concentration fades off after 15-20 minutes.

Teaching in classroom using chalk and talk is "one-way flow" of information
Teachers often continuously talk for an hour without knowing student's response and feedback.
The material presented is only based on lecturer notes and textbooks.

There is insufficient interaction with students in classroom.
More emphasis has been given on theory without any practical and real-life time situations. The whole process of learning is from memorization but not understanding.

INNOVATIVE METHODS is mainly based on course which are practical and meet the expectation of one hand:
- Industry requirements
- Specialization
- And on the other hand, on Students' needs:
- Evaluation/Assessment + On-the-Job Training

Most of us learn best when we're actively involved in the learning process (discussion groups, practice, teaching others), (http//www: Innovative Methods of Teaching by Dr. Damodharan V. S. ACCA, AICWA and Mr. Rengarajan.V AICWA, a study research).

- One of the most important factors in methods and learning process is class management. Why is so important?
- It's effective discipline
- It's being prepared for class
- It's motivating your students
- It's providing a safe, comfortable learning environment
- It's building your students' self esteem
- It's being creative and imaginative in daily lessons

Classroom management

What implies actually a good teaching method?
- One that is well planned and where activities are interrelated to each other
- Goes beyond recall of information.
- One that provide learning experiences or situation that will ensure understanding, application and critical thinking.

- In conclusion is one where the learner is stimulated to think and reason and apply it practically or has applicability.

Events of Learning phases:
1. **Motivation phase** – the learner must be motivated to learn by expectation that learning will be rewarding.
2. **Apprehending phase** – learner stands or pay attention if learning has to take place.
3. **Acquisition phase** – while learner is paying attention, the stage is set, and the information presented.
4. **Retention phase** – newly acquired information must be transferred from short term to long term memory.
5. **Recall phase** – recall previously learned information; to learn to gain access to what has been learned is a critical phase in learning.
6. **Generalization phase** – transfer of information to new situations allows application of the learned information in the context in which it was learned.
7. **Feedback phase** – students must receive feedback on their performance – **assessment.**

The student's misbehavior and lack of interest in learning process:
Unmotivated students

- Problems often emerge during late elementary or middle school.
- Often initiated by early academic problem.
- Begins to see school as a place of "drudgery".
- Will most often become discipline problem.
- At risk of becoming a "drop out".
- Lack of Challenge.
- Desire for Attention – look helpless to teacher.
- Peer Concern – not cool to like school.
- Low Expectation – no encouragement from home.
- Expression of Anger – due to pressure from parents.

Techniques for Better Classroom Control:

- Focus attention on entire class.
- Don't talk over student chatter.
- Silence can be effective.
- Use softer voice so students really have to listen to what you're saying.
- Direct your instruction so that students know what is going to happen.

- Monitor groups of students to check progress.
- Move around the room so students have to pay attention more readily.
- Give students non-verbal cues.
- Engage in low profile intervention of disruptions.
- Make sure classroom is comfortable and safe.
- When handling misbehavior – make sure all students learn what is unacceptable about that behavior.
- Getting angry or stressed does not reduce future misbehavior.
- Deal with misbehavior without disrupting the learning activity.
- Antisocial, dangerous behaviors make up a fraction of the time students spend off-task.

Modul Nr. 4

Promotion of educational ofer

"What do you want to do when you will be an adult?" I think it's a question we all got at a time and to which we responded according to the things that stirred our interest for the moment. Of course, the years have passed and many of us, adults, have come to the conclusion that the current profession does not represent us or that if we had done something else, today we would have been more performant, happy, fulfilled. Undoubtedly, vocational counseling / career guidance is imperative because our happiness and personal well- being depend on a considerable proportion of job satisfaction. Vocational counseling is aimed at students from the age of 14 to support them in their choice of studies and the professional field that suits them best. Students are stimulated and educated towards their own personality and individuality. The objective knowledge of one's own person is the basis of realistic decisions about choosing the academic or professional future and, in general, important decisions in life. By understanding their own resources and limits, a counselor can build an effective development plan, focus on activities and relationships that are compatible with their personal profile, and avoid long-term stress and professional and personal dissatisfaction. In addition, it can improve both the communication style and the relationship with others as well as the social abilities.

Nowadays, most young people in Romania are deciding their way according to their parents 'wishes, school popularity, friends' tendencies, and so on, and the youth unemployment rate is rising. Over the last 20 years, the labor market has diversified a lot. The Workforce labor Code in Romania today contains over 5,000 occupations from which a teenager can choose.

Our school has several programs and campaigns aimed at graduates of the 8th grade. Thus, as early as the first year, they can have a clear direction linked to their professional future.

Our School Projects:
- Informing students about labor market availability and desired workplace – information, workshops organized with the support of gymnasium schools where our colleagues explain to the children the professions required on the labor market, trends, domains of activity.

- What does a particular job involve? I like this job? Do I really like? Can I use my skills in this profession? - Role Playing Games.
- Meetings with parents to inform about the study options and the specifics of our school.

Strategies to Promote Education:

- Campaigns through TV, Internet, Radio (inserting the school movie)!!
- "Caravan of crafts".
- School differently.
- Visits to partner companies where our students are enrolled in the period of school practice classes.
- Organization of visits to elementary schools - teachers - engineers from our school explain to students the domain of school specializations.
- Involve local authorities in promoting traditional trades or professions in the labor market.
- Identification of target groups - there are areas where a job is a priority, inherited by generations.

To sum up, I would like to conclude by saying that a child is like a tree. A branch if is not grafted, at maturity will make small and sour fruits. A child, if is not educated, supported in his career, will be a semi-accomplished adult, unhappy and unfulfilled.

Czech Republic

Modul Nr. 1

EU strategy - EUROPE 2020 and we

- **CZECH REPUBLIC - below the 10% threshold, but the percentage of ESL is rising.**

- **ITALY -   above the 10% limit - about 14%, but the percentage of ESL, though   at least, decrease.**

- **ROMANIA - above the 10% threshold - almost 20%, the percentage of ESL relatively unchanged.**

- **SLOVAKIA - below the 10% threshold, but the percentage of ESL rises to almost 10%**

Attention!!!

The Czech Republic is one of five EU countries with Romania and Slovakia, where this indicator has increased. These include Hungary and Slovenia. Italy is not much better than that, the situation is about 14%, in 2017 there was also an increase compared to 2016.

The goals set out in the Europe 2020 strategy on ESL are well on average, but there is a clear need to analyze the causes of the failure of individual Member States and to look for other ways to meet them. It is obvious that our partnership has been chosen in a very relevant way and it would be appropriate to continue the project.

WHY ESL? Lack of competencies

- At the level of school education there are shortcomings in the development of competencies.
- Based on OECD research, every fifth pupil has serious problems in developing sufficient reading, math and science skills.
- At the same time, there is a relatively low proportion of pupils in Europe achieving very good results - even the best-performing EU Member States are overcome by developed Asian countries.
- Many young people lack adequate digital skills.
- School education does not always fully fulfill its role in promoting equality and social justice.
- Results in education depend to a large extent on the socio-economic background of the pupil.
- The low level of learning outcomes in the EU is on average more than a third of young people in a disadvantaged environment. That's four times more than their peers who come from a more privileged environment.
- Other specific problems faced by pupils from migrant or Roma families are even more numerous. (Examples from Estonia and Finland - Good Educational Outcomes and Justice).

WHY ESL? Lack of digital skills.

Schools must better respond to the pace of technological and digital change.

How?

Diversity is a typical feature of European school education systems, and no universal solution exists. The EU has, however, identified three core areas of reforms, among others, to eliminate ESL.

Developing better and inclusive schools

Support for teachers and school management in the interests of excellence in teaching and learning

Management of school education systems: Greater efficiency, fairness and efficiency.

Developing better and inclusive schools

Enhance cooperation between schools by making schools and pupils' mobility more accessible through Erasmus + and by enhancing digital and intercultural learning by promoting participation in eTwinning.

Support for teachers and school management in the interests of excellence in teaching and learning

It simplifies access and promotes opportunities for future teachers to gain practical pedagogical experience abroad with the support of Erasmus +

Management of school education systems:

greater efficiency, fairness and efficiency.

While education systems, culture and circumstances are very diverse in Europe, however, the situation is not so different with regard to management and funding problems. It is extremely important to use limited resources as best as possible to improve the performance of all students and to share each other's experience on this path to improving the quality of education.

Conclusions

The quality of schools plays a central role in shaping young people's prospects.

The International Student Assessment (PISA) is considered to be the largest and most important international survey in measuring student performance.

EU – wake up!!!!!!!!!!

11% of pupils leave school without qualification!

Objective

"Social Europe: A Union where young people receive the best education and training and can study and find their jobs across the continent.„

(Rome Declaration, Statement of the Heads of Representatives of the 27 Member States and the European Council, European Parliament and European Commission, 25 March 2017).

Way

Working to meet a common commitment - mutual cooperation

make the best use of the Erasmus + program,

so that more young Europeans gain experience in education

in order to support development and innovation

in schools and teacher education.

National strategy

Educational system in the Czech Republic

TRANS–EUROPE–ELEKTROTECH

CZECH EDUCATION SYSTEM
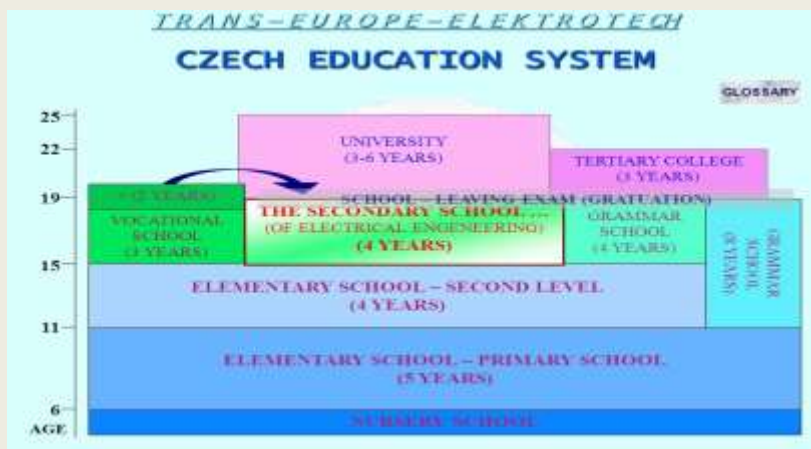
„Education Strategy 2020 "is a key document at national level and a condition for drawing on EU funds.

Priority 1: Reducing inequalities in education.

Priority 2: Promote quality education and teachers.

Priority 3: Responsibly and effectively manage the education system.

Through a functioning counseling network, early school leavers have reduced their focus and focus on target groups where early school leavers are at higher risk than the rest of the population.

The current situation in the Czech Republic

More and more pupils and students in the Czech Republic do not want education. Up to two thousands of them leave the primary school after leaving the ninth grade. Many other students leave the apprenticeship or secondary school. Thus, they do not have an apprenticeship certificate or a school-leaving certificate - up to 10%. In the Czech Republic, children have to go to the pre-primary school

year and nine years to primary school. However, if a pupil repeats a vintage, the nine-year-old of the foundation will go off but will not officially finish it. No one is required to attend high school.

"WASTEWORLD" MUST MADE UP TO 18 YEARS!!

If the child does not attend the school, the parent must report it to the authorities within four months. Otherwise, he and his offspring are subject to sanction.

The Czech Republic has more than half of its previous education leave, but the number of students with incomplete education has increased rapidly in recent years. The situation is particularly important in socially excluded localities, where they leave education in the early twenties of twins.

Early departures:
- contribute significantly to the reproduction of poverty and social exclusion;
- an individual with primary education has an average of one third less lifetime earnings than an individual with a secondary education without a school-leaving certificate;
- faces a threefold risk of unemployment;
- the absence of income is also reflected in an increased risk of over-indebtedness and execution.

13 000 000

This amount will come to the public budget of the Czech Republic by 2067 for an individual with basic education as compared to a graduate of a non-mature classroom. This is equivalent to € 565,000 per person who leaves the education system prematurely.

If two-thirds out of 1500 pupils from socially excluded localities with primary education end up, public budgets will come by 2067 by CZK 1.78 billion. (EUR 47 million). And this is just about SVL.

Who is most at risk?

In addition to the individual pupil's level (mis-selected discipline, health handicap, disability, etc.), the socio-economic level of the family is the most important risk factor of early school leaving.

The risk is the very low education of parents and the indirectly related attitude towards education in general, often also parental unemployment or the unfavorable financial situation of the family, which can lead to pressure on the child to help solve the situation.

Children from socially excluded localities and, to a greater extent, also Roma ethnicity, which is also associated with the use of Romany ethnolects - Czech or Slovak, and hence lack of knowledge of Czech, which leads to a considerable disadvantage of these pupils in the teaching process.

Suggestions for solutions

The way to eliminate ESL is to make existing tools more effective:

- to involve educational counselors, career counselors and school psychologists more closely and to work with children from the beginning of compulsory schooling to transition to secondary schools;

- closer cooperation between schools, labor offices, pedagogical-psychological counseling and field social workers;

- the cooperation of all actors is crucial and appropriately targeted and sufficient funding.

New current solution

- The amendment to the Education Act with effect from 1 September 2016 introduces a new concept, the so-called support measures for pupils with SEN, which defines them as "necessary adjustments in

education and school services to the health, cultural environment or other living conditions of pupils".

- pupils with disabilities;
- pupils living in so-called excluded localities, pupils in families who do not want or cannot meet the needs of children, pupils from families with long-term or seriously disturbed relationships, pupils placed in social protection facilities or school facilities for the performance of constitutional or protective care;
- pupils with a different mother tongue, pupils from migrant and refugee families.

Supporting tools provided at schools

- Special telephone line for children and parents: the school telephone line for children and parents works nationwide and should be implemented in individual schools.
- Involvement of pupils from a socially disadvantaged environment into school activities: Learning to use a scholarship scheme that allows students to study free of charge through various support programs that also allow those whose parents cannot afford to fund these activities, participate in various foreign tours, ski courses, your tablet or computer to teach, etc.
- One-page profile: A relatively easy method that can help fundamentally change the view of the pupil.
- It represents its strengths and its development builds on them;
- the pupil is positively introduced and at the same time the most important things, persons, subjects, circumstances and habits that are important to the pupil are important and should not be overlooked at school;
- It also contains a set of concrete instructions on how to best support the child in school.
-

Supporting tools provided at schools

- CHIPS (ChildLine in Partnership with School): Based on the assumption that each school has different, specific problems and the program is therefore tailor-made.

- It is necessary to name and tackle the problems that children are having to worry about, not just at school, it is not always a problem to solve, but to hear, advise and refer to the relevant experts;

- younger pupils, elderly pupils and teachers are working together as supervisors;

- selected pupils will go through training and become supporters, whose task is to help and counsel peers;

- Using good practices from implementing different projects at home and abroad;

- Project realization;

- to use non-profit organizations - for example, People in Need realizes and supports the tutoring of children in families;

- to support the interconnection of school and out-of-school education - this support is newly incorporated in the document - The Long-term Plan for Education and Development of the Educational System of the Czech Republic for the Period 2015-2020

ESL AND DROPOUT

- ESL = early school leaving - Eurostat (the European Union Statistical Office) indicator as well as the Czech Statistical Office referring to groups of young people aged 18-24 who have not reached upper secondary education means that they have left school at the most with lower secondary education and no longer participate in education or training.

- DROPOUT = early school leaving - departures from schools, whether from primary or secondary schools, which may (but may not) result in complete school leaving.

ESL AND DROPOUT – missing statistics

- ESL = early school leaving - Eurostat (the European Union Statistical Office) indicator as well as the Czech Statistical Office referring to groups of young people aged 18-24 who have not reached upper secondary education means that they have left school at the most with lower secondary education and no longer participate in education or training.

- DROPOUT = early school leaving - departures from schools, whether from primary or secondary schools, which may (but may not) result in complete school leaving. There are no other trajectories of these pupils, that is, how many of them are reintegrated into education or training, and how many percent remain outside the school system.
- Solution - Track these data as well**.**

Regional strategy

Strategic and Support Documents of the Ústí Region

Long-term Plan for Education and Development of the Educational System of the Czech Republic for the Period 2015-2020.

Documents of the National Institute of Education.

Analyzes of the Agency for Social Inclusion.

Regions in the Czech Republic

Share of the unemployed (15 + 64 years) as of 31 October 2018

Usti Region

The Czech Republic now has the lowest unemployment rate in the EU. The picture shows that the Usti Region is almost the worst within the whole of the Czech Republic. The unemployed are among the highest among those who have dropped out of school early. It is clear from the previous chart that the number of pupils at primary schools is increasing, at secondary schools and universities decreasing. This is alarming for the following reasons: The worst outcome in the inter-county comparison in the number of early school leavers was recorded by the Ústí nad Labem Region.

Nearly one-tenth of the children leave primary school in the seventh or eighth grade.

Leaving the primary school

Incomplete primary education predisposes children to major problems in continuing education, or when applying to the labor market. Even graduating most of the retraining courses is conditional on just completed basic education.

For example, in Scandinavian or West European countries, it is quite normal that pupils do not drop at elementary school. In the Czech Republic, the situation is different. Several inadequacies already in the first half of the year are commonplace.

Everyone with basic or incomplete basic education is out of work. Those who had a reading letter were about 4 percent.

People with basic education through lower incomes pay lower amounts of income tax and social insurance.

Public budgets by 2067 will come, as mentioned, about 13 million crowns for an individual with a primary school compared to a graduate in the field of study.

Leaving the high school

In recent years, the proportion of young people in the Czech Republic who have dropped out of school prematurely and ended without education has increased. While in 2013 there were about five percent, in 2017 almost seven. Aggravation of the results may also include state maturities. The worst is the situation in the Usti Region, but in 2017 the education did not finish there and 16% of the youngsters remained without qualification. In 2013, that was nine percent.

Experts define several causes for the deterioration of the situation:

State Scale:

- two-thirds of young people study in gradual disciplines;

- for example, 22 percent of students have burnt out of mathematics math, and this subject is not yet compulsory, so only those who have taken it voluntarily have matured;

- slightly worse than last year's didactic test from Czech.

The choice of the school - branch:

Students often choose to study further, depending on whether they are there, and whether it is near. Parents have a distorted picture of the possibilities of their children. Students are disappointed in practice; they are often given secondary schools. Be aware that in the case of disadvantaged families it is in practice, what they spend, their family is going home for a couple of weeks, because they are part of the family budget, so they discourage them from attending school.

Causes - leaving high school

Experts define several causes for the deterioration of the situation: Access to educational institutions:

- If school children experience long-term failure and feel excluded, they do not want to continue their studies;

- students then experience hostile environments at school - racism, distrust of others and poor ways of resolving conflicts;

- pupils leave * report a transfer to another school and no longer watch what is going on with them - error!

Schools expect the pupil to be ready for school. The question is, if schools should not be ready for a pupil! Schools must respond to changing conditions (economic, social) of their pupils' lives. The school wants successful, happy and cheerful pupils.

Causes - leaving high school

Other identified causes:
- Little support and importance of family education;
- lack of patterns;
- lack of interest in studies;
- illegal work;
- demographic changes;
- spreading the phenomenon of execution;
- increasing numbers of pupils from socially excluded localities.

Impacts – Unemployment

- For about twelve years, an unemployed person with completed school attendance (up to 15 years of age, regardless of whether he has gone up to nine) is roughly 12 years old.
- Approximately 3.5 years is an unemployed graduate of apprenticeship education.
- About 2 years and 1 month is an unemployed secondary school leaving exam.

12 years of unemployed people lose all working habits, social interaction and stays on the edge of society.

Financial impacts

A graduate with a school-leaving exam earns on average one third more than trained, and even 60 percent more than a person with basic education. Anyone who did not graduate from high school until graduation, the cost of 22 million crowns, the apprentice retired during the period of his economic activity is 13 million. If the state managed a part of the renegades to take final examinations, it would attract public budgets of CZK 1.8 billion to 16 billion more - depending on the degree of success of the effort. The study foresees a period until 2067.

Solutions?

It is necessary to work with the family - the dislike of education is passed from generation to generation. Encourage attendance in pre-school facilities - attendance of children in high-quality kindergarten most demonstrates to children from a weak social environment. Work with pupils already at primary school. Early early-stage educational and pediatric interventions are by far less costly than any attempts to correct later in life for children or adults. Eliminate the poor application of some apprenticeships. Appropriately financially evaluate quality educators.

Socially excluded sites

Social exclusion is a dynamic phenomenon that is changing. It does not only concern Roma. The trap of social exclusion, he says, also gets old-fashioned, because real estate prices are falling in areas, infrastructure and services are missing.

Social exclusion of localities in the Czech Republic

According to the latest information, almost 39,000 live in the Ústí nad Labem Region population in socially excluded localities. There has been a substantial increase in the population in hostels, among them the non-Roma population. In these unfavorable conditions, even more are found migrant workers and the poor, including families with children as well as seniors of the majority company. The largest share of the population in these places live in private flats of third parties, up to 40%, municipal flats. Unemployment in such areas is some analyzes are about 30 percent, others talk even by 85 percent.

Curriculum reform of education in the Czech Republic

At first it is necessary to become acquainted with the curricular reform of primary and secondary education in the Czech Republic (since 2005).

Curriculum reform gives schools the opportunity to create their own educational programs.

Curriculum reform allows more flexible profiles of graduates according to school conditions, needs of the regional labor market, development of the field, skills and interests of pupils.

Ensures that all pupils receive comparable education, matching the needs of the modern labor market and civilian life.

Framework Educational Programs (RVP)	School Educational Programs (SEP)
- state of establishment and approved curricular documents; - it defines the general requirements for individual grades and the fields of education and the quality of the personality of the person in charge of obtaining education; - processed centrally	- they create schools under the FEP for the field of education they want to implement with regard to the pupil, the educational conditions in that school, the needs of the regional labor market and the plans for the development of the school; - the school head is

The compliance of the SEP with the relevant FEP is monitored by the Czech School Inspectorate.

Vocational training system

It is also necessary to get acquainted with the system of vocational education in the Czech Republic.

In the Czech Republic, a large share of general education is included in vocational training, and its share continues to grow.

It is also significant that after graduation in the field of vocational education, the possibility of entry to all higher education institutions is possible in the Czech Republic, which is not common in many countries with a relatively high proportion of pupils in vocational training (eg Germany).

The education system (especially professional)

Weaknesses:

The discursive structure of the school system, especially at the secondary school level, the unclear vision of the development of the secondary school system with regard to the rapid onset of changes in the labor market, the unnecessary spending on schools with low added value-

Abnormally unequal access to education with a tendency to widen inequality (especially interregional).

High levels of selectivity in the education system at the level of compulsory education with a partial political tendency to settle without knowledge of impact; the tendency of larger parts of parents to create an exclusive environment for their children (especially in multi-year gymnasiums).

Weaknesses:
State Matriculations in Public Areas:

- manipulation with evaluation, tens of thousands of failed, shift in transparency under pressure from the outside.

The common part of the graduates was introduced to increase the level of secondary education. However, the achievement of this objective has not been demonstrated.

On the contrary, thousands of unsuccessful graduates (especially those who do not succeed repeatedly) pose a significant problem without paying the attention of the Ministry of Education (there is no analysis of the fate of these unsuccessful graduates).

System (not only) vocational training

Weaknesses:

The Czech education system suffers from a lack of vision and a missing concept that could be built on it. There is a political agreement to raise the salaries of teachers, but there is no longer any plan for what the increase should serve.

Failed to enforce career regulations (and teacher's standard), failing to find a consensus on its form.

The process of reforming the framework education programs for nursery, elementary and secondary schools is underway without any public discussion.

Increasing differences in access to education between regions, problem of excluded localities.

But the differences in access to education do not only concern the excluded localities and the children that come from them.

In general, the Ustecky and Karlovarsky regions show on average the worst average results in the tested knowledge and skills in admission interviews at secondary schools.

The difference in these regions mainly concerns access to general education at the secondary level of the education system and also affects the possibility of higher education.

The governments of the past have paid no attention to this problem.

There is no plan for tackling inequality in access to education at regional level and in the case of excluded localities, there is no interdepartmental program that would seek to support children from excluded localities in their family and school settings.

Another neglect of this problem can lead to an increase in differences in the quality of life in individual parts of the Czech Republic, to advanced ghettoization of excluded localities and subsequent political radicalization.

From Primary to Secondary Education

Students about their education charts decide on our education system relatively early and the regulation of the tool (in the form of taking the examinations or taking examinations) is a place for entry to the secondary education.

For the first time, the probationary examinations (2017) are passed to the SŠ graduation courses, whose impact on the actual acceptance is marginal in the current legislative preparation:

There is no minimum threshold for acceptance and therefore the test result does not have to decide on the admission. However, the statutory requirement has influenced the ability of the school to set up the criteria for an admission and could influence the decision-making of some of the candidates (their parents).

Classical ways of helping primary school pupils to choose their next educational path:

- visits open days at secondary school;
- visits training fairs;

- visits by Labor Office advisors;
- consultation with parents;
- Consultation with career counselors at primary schools;
- visits of employers' representatives to the school
- catalogs of secondary schools
- promoting secondary schools on social networks.

Improvement of the 1st and 2nd level of basic education

Development of literacy, competencies, manual skills and technical education - to use the funds and the necessary equipment.

Improve equipment and improve the quality of education at primary school as a basic prerequisite for successful pupil education at elementary school.

Improve the preparation of faculty training programs for elementary school teachers, increase the efficiency of further education of primary school teachers in courses and other long-term forms of innovation support in education programs, especially in the field of mathematics and foreign language teaching, pedagogical skills, improvement of didactics, better control of new technologies in teaching, solving educational problems

Support for technical education

An important signal from the point of view of the educational policy sent by the Ministry of Education, Youth and Science to the public, especially to parents, is the effort to restrict the creation of new non-public schools at elementary school level and to promote the improvement of the quality of education at public schools - increasing the prestige of these schools.

Career counseling has been considerably promoted in the sense of encouraging pupils to choose technical courses for further education.

The state also emphasizes support for technical education. The interest is to increase the interest of children and pupils in the study of technical and natural sciences and to motivate them to apply this education to the labor market.

Other measures:

Extending "polytechnic education" in the kindergarten and increasing the quality of education in technical and science subjects at elementary schools.

Improving communication with parents - open days, parent meetings, individual meetings, teacher visits in the family, electronic, telephone communications, etc.

Promoting the interconnection of formal and non-formal education.

Regional and local support.

Examples of local activities by the founder of the elementary school in Most (Municipal Authority of Most) in 2017:

Chemical Show - 4-day workshop for pupils of the 8th grade of Chemistry - Fire Experiments (400 pupils).

RoboShop - Workshop in collaboration with UJEP for 8th grade students focusing on Scratch programming language.

Bridges to Mathematics - City project, UJEP and VŠB for pupils of primary school and their parents and teachers to help pupils and parents acquire a relationship to mathematics, physics and technical disciplines.

Technoplaying - cooperation of the city, elementary schools, secondary schools and investors operating in the Joseph zone.

Target:
- playfully bring the technical fields to the children;
- to show them what schools with a technical focus offer;
- to explain to their children and their parents that if their children are going to study schools with a technical focus, they will most likely succeed in the labor market mainly with investors in the industrial zone;
- SŠT Most was also a partner in this project.

Modul Nr. 3

Classical used teaching methods

Word Methods

Working with the text - it always has the essence for the pupil to understand the written word. It is not essential to remember the whole text, it has to learn to find key information and ideas.
Attention! The emphasis is on this method - pupils search the internet without verifying the information they find.

Explaining - we need to take into account the age, the lesson learned.

Narrative - a teacher can incorporate a problematic teaching material into a real or fictional story so that it is easier to grasp for pupils.
Lecture - a longer, comprehensive speech, for pupils of primary and secondary schools, must be enriched in some way, the pupil's attention must be maintained.
Interview - one is a very demanding method that does not suit less shrewd pupils.

Classical used teaching methods

Demonstrative methods

❑ Demonstration and observation
❑ Working with the image
❑ Instruction

Skills - practical

❑ Imitation
❑ Handling
❑ Laboratory
❑ Experimenting

Production methods

Motor activity and practical activity are used. This includes productive physical work where the product of practical activity and outcome is expected.

Innovative teaching methods

Activating methods would not be implemented without the students' involvement and taste to learn new learning styles, but even without the teachers and their efforts to include new teaching practices.
- ❑ **Discussion methods**
- ❑ **Methods of production**
- ❑ **Situational methods**
- ❑ **Didactic games**

Complex teaching methods

Combining several basic didactic teaching systems
- ❑ **Front education**
- ❑ **Individual lessons**
- ❑ **Group lessons**
- ❑ **Critical Thinking**
- ❑ **Brainstorming**
- ❑ **Project instruction**
- ❑ **Teaching with ICT, etc.**
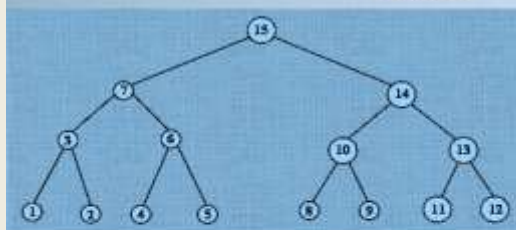
Learning styles

Holistic style of learning

Holistic (global) style is based on a complex situation that involves more problems and tasks in a single timeframe.

Holists prefer to get an overview, and then focus on the details, they prefer the overall picture with analogies to the shift to detail as soon as it grabs the theme as a whole.

It is filling gaps in a comprehensive framework.

Styles

- pupils create their knowledge gradually
- they may lose a wider picture
- are not patient in "skipping"
- they prefer linear objects

Styles

Serialistic learning style

Serialistic (sequential) style means implementing the learning process step by step, performing individual tasks for a certain period of time.

It proceeds linearly, after reaching a certain degree, it continues to another, clearly structured lesson based on facts and evidence without insignificant information.

He builds on a known one, advancing to the unknown simplest possible connections between knowledge.
and

Styles
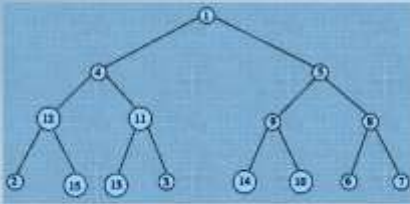
Pupils
- can skip or repeat
- can make mistakes about the connection between things
- can generalize
- can use learning based on the topic

It is the best to combine both learning styles, many pupils leave education because they do not fit one of the styles, and the teaching and learning methods simply give up.

Modul Nr. 4

Our school

Capacities and numbers of pupils

Secondary school - target capacity of 1820 pupils

Dormitory- A target capacity of 475 beds

School canteen - target capacity of 500 meals

Number of classes	Full-time study	Distance learning
Total	42	7
For education with an apprenticeship certificate	22	2
For education with GCSE	20	5

Number of pupils	Full-time study	Distance learning
Total	920	129
For education with an apprenticeship certificate	473	36
For education with GCSE	447	93

Basic school activities to eliminate ESL

Improving the climate in the school

Individual approach by teachers

Elimination of ESL

A rich offer of activities

Engagement of educational and career counselors

Basic school activities to eliminate ESL

Basic school activities to eliminate ESL

Improving learning - new, innovative classrooms and tools

New furniture, interactive whiteboards, dataprojectors
Acquired from EU funds - OP ROP NUTS Northwest

Improving learning - new, innovative classrooms and tools

Practical lessons with 39 workshops and 7 professional classrooms:

welding school and engineering center for CNC machining, mechatronics and electropneumatics

Reconstruction of workshops for 200 million CZK - by the end of 2019!

Machining center for CNC machining

Strojírenské centrum - dílna CNC obrábění

Welding school

We got the pupils
Virtual treadmill
welding

Collaboration with companies

In the higher grades, pupils go to the workplace outside the school premises - the contracting workplace of the business entities.

Many of the pupils, after successfully completing the school, remain at the workplace as regular staff.

In the school year 2017/2018 there were 61 cooperating subjects.

The SST provides pupils with the preparation of a B, C and CE driving license in cooperation with a professional driving school.
Pupils train in classic cars and trucks.

Teaching directly at LLU - Chanov

In the school year 2017/2018, we opened a new branch of group E (for pupils with unfinished 9th class and pupils of special schools) - Joinery work. We continue to offer the group of E - Horticultural Work.

This field deals with the problem of the excluded site of the Chanov district, where a separate SST workplace was established.

Sport facilities

Improving teaching - competition

Pupils participate in different competitions

Kopos Cup
Electricians

118

Improving teaching - excursions to science and technology parks

IQLANDIE in LIBERCI

Projects - International Mobility

Erasmus + KA 1

We try to submit project applications for mobility for our pupils each year.

In this school year pupils in the field of "Horse breeder, horseman" will go to Slovenia.

Pupils of the classrooms, car mechanic, plumber and metalworker will go to Slovakia - thank our partner from Považská Bystrica for our continued cooperation!

Students in the field of drywall construction will go to Germany.

And how do we try to get children from elementary schools?

Recruiting events

Open days

Trade fairs

Promotion on the Internet

Linking formal and informal learning

Projects

Realization and cooperation on projects with elementary schools
TECHNOPLAYING

The purpose of this action is to play a practical role in bringing the technical fields to the children, to show them what schools with a technical focus they are offering, and to explain to their parents that if their children are going to study schools with a technical focus, they will most likely succeed in the labor market.
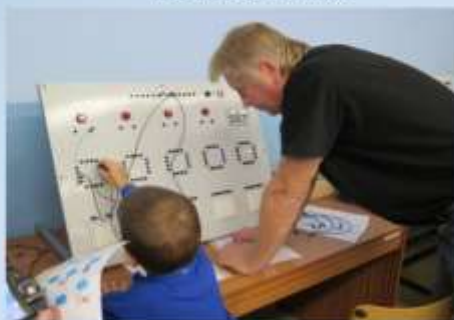
Projects

Realization and cooperation on projects with primary schools

The project is realized by us. We are preparing fun leisure-time activity (5 educational programmes) for pupils:

- 3rd – 5th grade elementary schools,
- 6th - 7th grade primary schools,
- 8th – 9th grade primary school ,
- secondary school pupils.

Vocational training via fun

Projects

Realization and cooperation on projects with primary schools

Vocational training via fun

The entertainment program for pupils of 3rd to 5th grades will be designed for use with the LEGO® EDUCATION WEDO 2.0 kit.

Projects

Realization and cooperation on projects with elementary schools

Vocational training via fun

An entertainment program for pupils from 6th to 7th grade will be designed for use with LEGO Mindstorms.

Module 1 Summary:

The European strategy how to combat early school leaving is clear. Reduce the number of such pupils. It includes this effort in its strategic documents, which are then applied in individual national policies. The direction is given, but the reality is different. All four partner organizations clearly perceive that the number of such pupils is increasing. Or it decreases at a very slow pace. That is why we were all interested in the situation of national policies. We all agreed that the problem should be more visible and more audible.

That is why we were very interested in visiting the conference on the topic of early school leaving at the universities of Korea, Enna, Sicily. Here, not only regional but also national experts were invited to discuss the subject. In other countries, we have not seen such a committed approach from national or regional policies. At national and regional level, there is a need to engage in a debate on monitoring the wrong signal - an increasing number of pupils leaving school. These numbers need to be monitored regularly in a certain way. How many pupils left the school without leaving education straight to the labor market? How many left from one school to another and did not end their education and went directly to the labor office? How many of them did not even register at the labor office? How many of them returned to education after school breaks? If we want to eliminate the number of early school leavers, we should have a mechanism to find out what the real situation is.

In Slovakia, for example, chambers of commerce help in the process of employability in the labor market. They have a communication portal that is focused on collaboration between entrepreneurs, pupils and alumni, serving as an information and communication platform, helping to find the right job and supporting business. Here, during their studies, pupils can communicate practice or start work, which is a motivating element for their stay in school.

In the Czech Republic, the Employers' Association with the Chambers of Commerce is working together to create a National Qualifications Framework for the National Qualifications Framework to be in line with the EQF European Qualifications Framework. This facilitates the mobility of people in Europe, and pupils should be aware of it in order to realize what level of qualifications they have, where they can be placed. This awareness would certainly also help pupils to know where they are, why they study and where they can get.

Module 2 Summary

All partner schools presented their education system. Schools from the Czech Republic and Slovakia have a similar system coming from former Czechoslovakia, and schools from Romania and Italy have a similar one as well. The principle of curricular reform allows all partner schools to create their own educational programs.

All partner schools agreed that it was necessary to use the fact that the curriculum reform allows for more graduate profiling according to school conditions, the needs of the regional labor market, the development of the discipline, the abilities and interests of pupils. It is necessary to incorporate into education programs the fact that all pupils must receive comparable education corresponding to the needs of the modern labor market and civil life. The partner schools agreed that there is an above-average unequal approach to education in secondary education, with a tendency to increase inequality (especially interregional).

Unfortunately, they face a high degree of selectivity in the compulsory education system with a partial political tendency to settle without knowledge of impact; the tendency of a majority of parents to create an exclusive environment for their children (especially in multi-year grammar schools).

The schools agreed that it is necessary to create a space for pupils at risk of early school leaving when updating educational programs. As this space looks like, it could be one of the themes of another joint project. For example, the Czech education system suffers from a lack of vision and a missing concept that could be built on it. There is a political consensus to raise teachers' salaries, but there is no longer any plan for the increase. Failed to enforce career order (and teacher's standard), failing to find agreement on its form. Here not only the partner school from Bohemia but also other partner schools could inspire in Slovakia.

The Career System allows teachers to choose three career paths that complement and blend with each other after adaptation during lifelong learning at school and school. The first career path leads to the lifelong preservation of standard pedagogical competences in accordance with the requirements and needs of the school or school facility. For accredited continuing education programs and other creative activities presenting the results of non-formal and informal learning, the teacher receives a set number of credits for which the employer grants him a career supplement.

The second career path leads to the acquisition of expert pedagogical competencies (teacher with first and second attestation). The condition for signing up for attestation is to obtain a set number of credits. The attestation takes place in front of the attestation committee in organizations providing continuous education (eg central state administration bodies, universities and other organizations designated by law). The third career path leads to the acquisition of specialized or management competencies of teaching staff through specialized or functional education. As with the second career path, the completion of education takes place by demonstrating the required competencies before a board of continuous education organizations.

Module 3 Summary:

All partner schools have agreed to use similar teaching methods. It is necessary to encourage pupils to work with digital technologies, but care must be taken to ensure that pupils do not, for example, use the Internet to search for information without verifying the information they find. We also discussed a lot about mobile phones in the classroom. Representatives of partner schools from Slovakia, the Czech Republic and Italy were very surprised to find out that when they were visiting a partner school in Romania, that pupils have to put their mobiles on the desk placed at the door. This fact is anchored in the law. It was a highly debated topic, as some teachers support teaching, where pupils use just mobile phones to find relevant information or use applications that support teaching. The second group was again against it and they liked the Romanian approach very much. Finally, all the partner school representatives agreed that they should go to individual schools when the legislation is lax, the issue discussed beforehand, and before such a step is implemented in the school rules, also parents. We also discussed a lot of mobile phones in the classroom. Representatives of partner schools from Slovakia, the Czech Republic and Italy were very surprised to find out that when they were visiting a partner school in Romania, they learned that they were teaching teachers to hand in their mobiles. This fact is anchored in the law. It was a highly debated topic, as some teachers support teaching, where pupils use just mobile phones to find relevant information or use applications that support teaching. The second group was again against it and they liked the Romanian approach very much. Finally, all the partner school representatives agreed that they should go to individual schools when the legislation is lax, the issue discussed beforehand, and before such a step is implemented in the school rules, also parents We had long discussions about whether the lecturer used more holistic than the serialistic approach. In principle, we have found that teachers must be strongly encouraged to continue their education and to be active in teaching. The modern present-day teacher must not be afraid to get out of the his/her way, which has been experienced for years. Obviously, while adhering to educational plans, he/she must adapt the teaching himself/herself to the needs of the pupils as much as possible in order to attract them and become a motivating element for their decision not to leave the school. However, the combination of different teaching methods also requires a high-quality background of schools, presented by modern technical and technological equipment and modern teaching aids.

Here again, the role of the state is emerging, which should be debated at local, regional and national level. Schools need financial resources to implement the

teaching that fits modern times and needs. The times when the teacher only led the frontal lessons are gone. And funding for such equipment is not available to schools. This applies to all partner schools. They can obtain funding for equipment through the implementation of various EU-funded projects, but they are so demanding in administration that schools are giving up on it. In addition, progress goes very forward and the aids and equipment wear out much faster. They all agreed that a quality teacher is the most important element in teaching, and it is up to him / her what type of teaching and teaching methods he / she chooses to engage pupils for the subject. But it is necessary to combine these methods so that they not only attract the pupils, but that all pupils understand the curriculum, as school failure is the first step for the pupil not to finish school. But such a teacher must be supported in his / her activities by the school management as well as support in the time of high-quality material and technical background.

Module 4 Summary:

By sharing the experience of partner schools, it has been found that there is a systemic fragmentation in all countries or regions to address early school leaving and support pupils in choosing technical fields. All schools were in transport accessibility. Schools must be open schools. The partner schools took the approach of the Secondary Vocational School of Považská Bystrica. It has the advantage of being located in the city center, but the school's location does not make it open to the school. An open school, for example, is the fact that the open days are on the street. Pupils of technical and craft fields demonstrate their knowledge in the form of various products to passers-by and communicate with potential pupils or their parents. In Slovakia, the Act on Vocational Education and Training was passed in 2015, introducing, among other things, the possibility of dual education. At the state and school level, dual education in Slovakia is regulated through so-called educational programs. State education programs are the framework in which schools can shape their own curriculum in collaboration with businesses, while at least 60 percent of the enterprise's practical training share. They all agreed that it is necessary to involve more employers, companies, chambers of commerce, etc., in order to ensure the good employability of graduates in the labor market and to attract the interest of pupils from primary schools. As we could see, for example, when visiting a Peugeot garage, where school pupils work, but also school graduates, the system works.

At the partner school in Romania we were very impressed by the spirit of this school as an institution to be respected. The fact that they have an established committee for evaluating and ensuring the quality of educational processes, evaluating and self-assessing pedagogical staff and didactic methods and procedures, which also include efforts to eliminate early school leavers was for us a novelty Partner High School "Aurel Vlaicu" was the first educational institution in Cluj to adopt a dual system in 2014 and currently has a partnership with 11 Romanian and international companies. It can be stated that the demand for dual education at secondary schools in Cluj-Napoca is on the rise. Domestic and foreign private companies offer pupils experience and jobs later. This school does everything to ensure that its students are ready to meet the demands of private employers. What we were very interested in was a visit to Bosch. Bosch, which built its complex near Cluj Napoca only in 2014, immediately counted on working with schools in the vicinity. It has built a very modern training center, equipped with all modern means of production that simulates the production process in a real environment. This is where the pupils of our partner school are

trained, giving them the prospect of high-quality employment in the labor market. What we were very interested in was a visit to Bosch. Bosch, which built its complex near Cluj Napoca only in 2014, immediately counted on working with schools in the vicinity. It has built a very modern training center, equipped with all modern means of production that simulates the production process in a real environment. This is where the pupils of our partner school are trained, giving them the prospect of high-quality employment in the labor market. On the contrary, for example, during visiting Bilfinger in the Czech Republic, we had a proper feeling of some kind of bleak. Although the company has above-standard training center and offers pupils extraordinary financial conditions and facilities, there are only few pupils that the company would has trained in its operations. Here it is necessary to focus attention and find out why it is and how the situation can be changed.

At the Italian school, we were surprised by the fact that the teacher devoted himself to each pupil individually in the classes of theoretical education and training (dentist). On the one hand, there was strictness, on the other hand, a very open approach to weaker and multiple activities that put the school in the open school category. In implementing the project, we found that all schools are faced with early school leaving, particularly among disadvantaged and vulnerable pupils. This group includes pupils from socio-economically disadvantaged backgrounds, from the Roma environment and from migrants. Their open approach to minorities and migrants, who are most at risk of leaving school early, is an example to us. Because working with pupils from minority or migrant families is much more challenging. Here we have to learn from an Italian partner from Piazzi Armerina. This partner in pupils builds a sense of solidarity much more than we do.

Another key issue discussed was the parents' active approach to intervention and involvement in overcoming the priorities in the given area. All schools need to be more and more involved and emphasize the active role of parents.

The partner schools, especially the partner school from Romania, were surprised and inspired by the cooperation of the partner school in the Czech Republic with the primary schools and the University of Jan Evangelista Purkyně in Ústí nad Labem, which is under the auspices of Most city resp. political representation of the city - City of Most. Being aware of the city's disastrous situation (pupils' lack of interest in technical education, early school leaving, social exclusion), he has been actively involved in the IT workshop project. All elementary schools (7th - 8th grade) attended a weekly school year of a practical training workshop at a partner school in the Czech Republic. On the one hand, there was always an interesting program prepared for them, for example, the pupils could make

something themselves, they could also see practical lessons at the school and learn about the subjects that are taught here. At the same time, all elementary schools (7th-8th grade) regularly attend a weekly classroom of theoretical teaching at a partner school in the Czech Republic, where representatives (teachers and students of the Jan Evangelista Purkyně University in Ústí nad Labem) devote to the students in compiling and programming robots - using Lego Mindstorms. He is extremely interested in these pupils from elementary schools and thus the city and cooperating organizations try to motivate them to study technical fields. After all, a partner school from the Czech Republic is already implementing a similar project called "Entertaining to Vocational Education", where it seeks to support the interest groups of robotics for the first grade of primary school, for the 6th and 7th grades of primary schools, interest of polytechnic, IT and technical education pupils of all ages.

Conclusions

Thanks to the established network of schools and the helpfulness of the school management, we have gained a good overview of how the school system works in each country and how each country is trying to combat early school leaving. We learned about the different forms and methods of working with pupils in partner countries. The project involved 15 participants - selected representatives of schools who participated in individual short-term training activities. In these short-term activities we had the opportunity to visit a receiving school, visit a selected elementary school and discuss with the school management the future selection of primary school pupils, cooperation with secondary schools, and career guidance. The whole team was accepted at local authorities to discuss on the situation in education at national and local level. We also had an opportunity to visit employers and talk to them about cooperation with secondary schools. All processed materials are part of the brochure, which is a joint output of this project and maps the situation in the field of ESL and support of technical education in partner countries i.e. in Italy, Slovakia, Romania and the Czech Republic.

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