COUNTRY REPORT ON EARLY WARNING SYSTEM FOR THE PREVENTION OF EARLY SCHOOL LEAVING

SLOVENIA

This country report is prepared for the use of WP2 in CroCooS project. It structure base on methodology prepared by FSZK, the leading partner of WP2.

Contents

1. Diagram of the education system.

Diagram of the education system is added as Annex 1 of this report.

2. What is the basis of the mainstream financial allocation to schools? If it is a normative system, what is the formula for state budget funding?

School financing is mostly public but also private. Private school has option to get the public funds (concession, 85 % of what would public school get). The number of private school is: preschools - 38 out of 401; basic schools - 3 out of 450; musical schools - 13 out of 64; upper secondary schools - 6 out of 183 and all 6 are general ones). There are no private VET upper secondary schools. But there are adult education organizations that are providing also formal VET programs, but they are not part of regular education meaning that student pays scholarship and do not have legal student status. The same as for adult education is for higher vocational education, where we have 65 schools and 29 of them are private.

Public founding of schools is divided in two major parts. Mostly the funds are from state budget, but for manly infrastructure costs of basic and music schools also local community budget is participating.

As CroCooS piloting in Slovenia will be held on VET upper secondary schools, let us focus on their financing. Since 2005 Slovenia introduced new financial rules for schools providing upper secondary, higher vocational and boarding school as a pilot project. Since 2013 all listed schools are involved in the system.

The main formula for funding is the cost per student multiplied with the number of enrolled students. The cost per student is calculated based on cost for teacher salaries and cost for material and services with taking into account the extent of regarding educational program. The regulation presents detailed definition on this. On yearly basis the costs for salaries, material and services are updated. The value regarding educational program were calculated based on the five years trends (number of classes, students in one class etc.). Each year ministry publish the updated list of costs. Schools provide the number of enrolled in September and in January the school gets the monthly funds based on new calculation for the whole year. The regulation also determinates the all possible exceptions which can be taken into account, based on application prepared by school.

Besides this main funding for performing formal programs, schools can apply to number national and international calls for donations for a variety of purposes, can collect donation from parents, companies etc. But this extra money can be spent only for extracurricular activities to avoid the double financing.

3.   Trend of ESL statistics during the past 10 years (preferably use Eurostat data or compare to the data of the EU).

Source:
http://epp.eurostat.ec.europa.eu/tgm/table.do?tab=table&init=1&plugin=1&language=en&pcode=t2020_40

1. Table. Trend of ESL in Slovenia (2003-2013)

2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
4,6 %	4,3 %	4,9 %	5,6 %	4,1 %	5,1 %	5,3 %	5 %	4,2 %	4,4 %	3,9 %

Early leavers from education and training refers to persons aged 18 to 24 fulfilling the following two conditions: first, the highest level of education or training attained is ISCED 0, 1, 2 or 3c short, second, respondents declared not having received any education or training in the four weeks preceding the survey (numerator). The denominator consists of the total population of the same age group, excluding no answers to the questions "highest level of education or training attained" and "participation to education and training". Both the numerators and the denominators come from the EU Labour Force Survey

4.   Diagram of NEET of the past 5 years.

Source: Indicators of social cohesion, Statistical Office of the Republic of Slovenia, http://www.stat.si/eng/index.asp
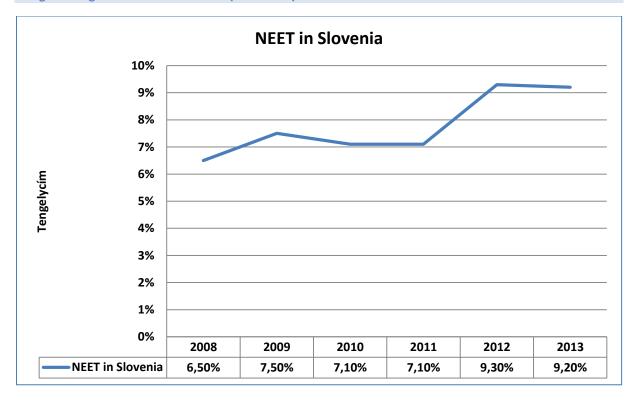
2. Table. Diagram of NEET in Slovenia (2008-2013)

2008	2009	2010	2011	2012	2013
6,5 %	7,5 %	7,1 %	7,1 %	9,3 %	9,2 %

NEET in Slovenia

	2008	2009	2010	2011	2012	2013
NEET in Slovenia	6,50%	7,50%	7,10%	7,10%	9,30%	9,20%

5.   Most relevant measures taken during the past 5 years which might affect the trends.

In the second half of the nineties in Slovenia an educational reform was carried out which led to the renovation of vocational and technical education. Existing programs have been either updated or replaced. Throughout the renovation a significant number of new programs were introduced at all levels of vocational education that allow students to get profession that would meet the needs of the labour market. In accordance with the reform, the expansion of the school network has also been implemented. The number of schools that have implemented the same programs was increased. Following this reform, schools are also more geographically dispersed and so from this perspective more accessible to young people. According to Černoša (2012) "the number of secondary schools decreased between 2000 and 2010 and the number of students was reduced as well. The schools also vary in their organization and content. Smaller schools were merged in the School centres and with the changes in the economy the content/programme structure were also changed" (p. 26), but nevertheless offer is high enough.

In Slovenia, the Organisation and Financing of Education Act (2007) states that in every kindergarten and school an advisory service to advise children, pupils, apprentices, students, teachers and parents (Organisation and Financing of Education Act, 2007, paragraph 67) is set up. The provision of vocational guidance is connected with the National Employment Service. Thus, in elementary school counselling plays an important role in the context of career guidance, where it aids the pupils in making a decision about their schooling in the

future, where individual's professional interest, his/her academic performance and the schools/programmes available are in the foreground.

Similar to the primary school is also counselling in secondary education, where one of the general areas of counselling services is determined in the document "Program guidelines". Counselling Service in gymnasiums, vocational and technical upper secondary schools and boarding schools" (Čačinovič et al 2008). These guidelines emphasize that one of the main areas of counselling in secondary education should be focused on "special care at accepting, monitoring and advising newcomers, repeaters, redirected, integrated students, as well as students in transition to the next level of education and career guidance" (Čačinovič et al 2008, p. 17).

In addition to counselling services, which are available every day for students in schools, there is a variety of counselling services at the employment services, other public or private non-profit institutions (e.g. Zavod Izida/Izida Institute; http://www.izida.si/) and web portals where young people and their parents can find information on careers and education (e.g. http://www.mojaizbira.si).

Some of these are operating as preventive and also remedial measures, for example, Vocational Information and Counselling Centres - VICC (http://english.ess.gov.si/vicc_ncc/vcc), which are aimed at young people and all others who seek information for planning their educational career or employment.

Primary (compulsory) education in Slovenia lasts 9 years. It is difficult to talk about the direct relationship between the duration of compulsory education and drop-out, but is certainly true that those students, who are less successful in primary school, are more prone to drop-out in secondary education. As we already mentioned, the largest drop-out rate in secondary schools is recorded in 2-year short vocational upper secondary programmes (Geržina et al, 2001). The reasons for this are many. The first is certainly that in these programs students with lower intellectual capabilities are enrolled as well as those who have completed their compulsory schooling, but did not successfully complete primary school.

The reasons lie also in the school network system itself and the funding of education. Schools carry out content-related programs at different ISCED levels. This means that often students, who are not successful in more demanding programmes (ISCED 3), are switching to lower, less demanding programmes (ISCED 2). This is also the reason why drop-out rates are highest in the 2-year short vocational upper secondary programmes. The reason that "forces" schools to engage in such a mode is also the system of funding of secondary education in Slovenia. It provides funding of schools 'per-capita, which means that schools do not get the money for students who drop out of school. Transfers between programs allow students to gain a certain level of formal education, and school retain the same number of students. For students who leave education in spite of this, there are programmes available to obtain both formal education and qualifications.

They have the opportunity to gain formal education as an adult participant (secondary schools also offer programmes for adults, which are payable). Those who choose not to obtain a formal level of education may validate their knowledge through the acquisition of National Vocational Qualifications (NVQs; http://www.npk.si/index.php?lang=en). This instrument is intended for individuals without

any completed formal schooling, but acquired various vocational competences throughout their lifetime. In each educational programme it is determined which modules are available for professional certification (according to the information from National Reference Point for Occupational Qualifications in Slovenia currently there are 263 NVQs catalogues available). According to the National Reference Point for Occupational Qualifications in Slovenia[1] the number obtained NVQs among population between the ages of 18 and 24 year is increasing. In 2009, this age group acquired 153 NVQs, and in 2013 (until July) 665.

One possibility for students that completed four years of gymnasium or are in the final year of 4-year vocational or technical upper secondary programme is also "vocational course" ("poklicni tečaj"), and its first provision is free of charge. It is intended for those students who after gymnasium or 4-year Technical upper secondary education do not wish to continue their studies, but to acquire a profession. Students who drop out of school may also be included in the PUM programmes (Youth Project Learning).

There are only few "dead ends" in Slovenian VET system, because of the openness of the system of vocational education that offers individuals after each level of education paths to continue vertically up to tertiary education. Thus, the system also allows correcting wrong decisions, because it allows horizontal mobility within vocational education and training, but there are fewer opportunities for transition from vocational to general education (Gymnasiums). In spite of that it doesn't close the possibility of transition to tertiary education.

The responsibility to find a training placement in an enterprise and Slovenian VET system relies primarily on schools, because they have to provide practical training to students. School's relationship with employers is established via so-called "learning contracts" signed by the school ("collective learning contract") or the student himself ("individual learning contract"). An employer who wants to take the student for the practical training must have adequate working facilities and equipment its operation must include the activities of the profession for which the student is studying, and to provide for an appropriate mentor for the student. The employer must also have a verified learning place to be able to enter into a learning contract with school. Ministry of Economy and the competent Chambers of Commerce are stimulating cooperation between employers and schools with specific benefits for employers who accept students for practical training. Currently in the framework of the "Programme of measures for encouraging entrepreneurship and competitiveness for the period 2007–2013" (2007), the Ministry is co-financing costs of employers who have signed individual learning contracts with students in the field of vocational and technical upper secondary education. Eligible costs are the costs for practical training of students (rewards, health and disability insurance, a flat fee for the period of practical training, compensation for food during practical training, costs of transportation, medical examination etc.). Records of positions for practical training are maintained by individual chambers of commerce. Schools also have lists of employers that they participate with. There is no information available at the national level about employer expectations towards entry skills levels, figures on supply and demand. In addition to the benefits for employers, scholarships are available for students aimed at the integration of human resources and employment spheres. Student, in addition to funding during the schooling are also provided with employment after completion of education. What is surprising is the fact that despite the difficulties that young people face in Slovenia in finding their first job, every year many

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[1] Data for 2009 are approximate, since the introduction of the application was not mandatory.

scholarships are left unallocated. With the new "Scholarship Act" (2013) government will award students in educational programmes that are identified by the state as "deficit" with scholarships in the amount of 100 EUR per month.

6. Is there any kind of early warning system presently applied by the educational governance or by the schools to prevent early school leaving?

We can provide only information on early warning systems applied by the educational governance. We have the information that school are further developing early warning systems but the information is not collected to be objectively presented.

On the system level, first is to mention some regulations at the level of pre-school:

- Children health care is systematically organized and free for every child till 18 years of age or till young person is attending education. The systematic medical examination can detect development deficiencies that can influence the child ability to be educated at early age and the health system provides accurate treatment. Health system provides information on health of children to parents and they can inform school.

- In the case of identifying the special needs status for particular child all level schools, from pre-school further have regulated approaches to tackle this issue in regard to support development and detect additional issues that may make more difficult to progress through the education system. The child can get official status at any age regarding when the problems in development and learning is detected or if the illness starts. It may be included in special need school in the case of hard deficiency or enroll in regular school.

- Kindergartens teachers and counselors are the first ones that can detect development problem within the education system. Teacher has to report on the observation for every child to the counselors at their pre-school. If any problem is detected the counselors has the authority to work with parents and if needed with medical or social workers and of course even with police.

- At age six the children are enrolling in basic schools and the pre-school teachers and counselors are obligated to express potential problems with this transfer to the parents in order to consider together if maybe better for their child to prolog pre-schooling for another year.

At the level of basic school:

- Also the basic school is involved in the decisions about postponed enrolment. The school entry may be postoponed by no more than one year upon parents' or doctor's recommendations. The final decision is taken by the head teacher on the basis of the recommendation by a relevant committee (inlucing counsellor, school physician, and teacher) responsible for assessing children's readiness for school. A child with special needs may start school a year later on the recommendation of the Committee for placement of children with special needs.

- The main warning system in basic school is detecting by the class teachers low achievers and declinations in pupils performance. The pupil is assessed at least three times in a school year if no more than two lessons per week are assigned to the subjects, and at least six times in a year in all other subjects. Following examination, grades are recorded in the assessment

book. Parents are informed of their child's grades in parental consultation meetings during the school year, and by a written report at the end of the first assessment period. At the end of the year, pupils are given their annual report which includes their final grades for the year and a statement regarding their advancement to the next year. At the end year six and year nine, pupils are assessed in national examinations in the mother tongue and mathematics, in year six also in a foreign language, and in year nine in a subject determined by the Minister. Assessment is mandatory. Results do not affect pupils' grades; they are only additional information about their knowledge levels. The so-called problematic pupils are then getting special attention by counselors at school. Also parents can express the consideration (in regular meetings three to four time a year) to teachers and counselors and get proper feedback and suggestions on how to support the child efforts. If relevant the pupil can be invited to The Counselling Centre for Children, Adolescents and Parents in cities Ljubljana, Maribor and Koper.

- When those efforts to help the pupil by parents, teachers and counselors at counselling center are not successful the parent and school can apply for the decision of the Committee for placement of children with special needs. If Committee issue a positive report, pupil get the special need status and the school gets the instruction in wich way to adjuct the school work for this particular child.

- Counselors at school at any level can detect the social or socio economic problems of the students and some initiatives are in place to help regarding financial or other issues mostly in cooperation with the Center for Social Work and boarding schools for children that cannot live with their families or do not have one. Many schools use also the services of many non-governmental organizations or volunteers to help in different school and social problems.

- In order to help pupils to decide for appropriate upper secondary school, school counselors are performing test for detecting the occupational tendencies, information and guidance.

Also PISA evaluation is a sort of early warning system that provides some feedback to the students and school on their performance but the evaluation is not used as early warning system at individual level.

At the level of upper secondary school:

- The counselling service at school is organized also at upper secondary schools. The task for all three level school counselors presented here are regulated and professional supported in order to provide the best possible results. Regarding systematic approach already presented, at upper secondary schools counselors provide almost the same sort of support as in basic school, but unfortunately they have more students to care about.

- Mostly the documented history of schooling do not go on with child from basic to upper secondary school unless they are having special need status. Only what the accepting school has is the grades and in some cases – if they have to do selection – the results of national external assessment at the end of basic school (9th grade).

7.   Is the statistical system of education and the schools' system of data provision capable of monitoring the students on an individual level?

No. We had the system in place till the 1997 through the Employment Service of Slovenia. In 2011 the Central Evidence of participants of education was introduced. This evidence has the option to

monitoring the student's movement through the system and includes several data that are interesting for the field of early warning system for preventing early school leaving. It will be possible to see the average grad at the end of basic school and for every year of upper secondary school, the date of enrollment in the program or dropping out and the date of completed educational program. Only the information on students at tertiary level will be not included. Up to now we have the third year of collecting the data and the legal ways to analyze them is yet to determine.

8. What are the educational effectiveness (participation and learning outcomes) related indicators that the external inspections of schools apply in the course of evaluation?

Inspections of schools are not looking at the educational effectiveness. Participation is obligatory just for basic school in all others is voluntary. School itself – in the case of basic school because of the law, in the case of upper secondary school because of financing rules – are the ones that are caring to have high participation rate. Learning outcomes are slowly becoming more important through the development of quality assurance systems in all schools. But mostly schools are worrying about grades as they are important for students to proceed to the next level.

9. Where/when does the problem of dropping out start? At what level of education is it the most significant?

Distinction between early leavers from education and drop-out students exists, but there is no official definition for drop-out. Authors that are researching drop out from Slovenian VET are defining it as a student who no longer pursues the educational program, e.g. dropout is an individual who has left school before completion of the educational program, without being enrolled to another school or another educational institution (Ule et al, 2003, p. 38).

There are no (recent) data on drop-out rate in Slovenia. Data about drop-out exist only for 1993/94 cohort. Until 1997 the main sources of data on drop-outs were "Centres of career counselling and scholarships" at the Employment Service of Slovenia (ESS). According to the old "Employment and Insurance against Unemployment Act", ESS was obliged to collect data on the progress of students in secondary education. With the new legislation, ESS had no such authority to collect these data, and this activity was transferred to the Ministry of Education and Sport.

Under the new law, schools provided Ministry of Education with data at the end of the school year. This data contained the information about students' school success and the drop-out rates at the end of the school year. Data were collected on an individual basis, but they were only used in aggregated form. The database gathered marks from fifth to eighth grade, professional orientation, information about registered secondary school, and the social status of the individual learner. Extent of the problem of young people who leave the school system without at least basic vocational education during a five – year monitoring period, has been shown as a "generational drop". In the school years of 2000/2001 monitoring was discontinued due to lack of funds.

According to Geržina et. al (2001) first pupils' drop out can be recorded already in elementary school. These are particularly pupils who fulfil elementary school obligations in lower grades or finish elementary school but do not continue schooling at the secondary level. As we can see in Table 1 the highest drop-out rate in vocational education is in 2-year short vocational upper secondary

programmes (31,9 % in generation '93). Between generations '91 and '93, the drop-out rate increased by 10 %. 2-year short vocational upper secondary programmes also enrol students who did not have completed primary school (but have done compulsory schooling) and students who attended elementary school for tailor-made program.

Although relatively lower than in the short vocational upper secondary programmes, still a big drop out is also evident in 3-year vocational upper secondary programmes (16,6% in generation '93), but the data show that this is a reversal trend, as the drop-out rate between generations '91 and '93 to a 10% decrease. In vocational education we have the lowest drop-out recorded in technical and vocational – technical upper secondary programmes, where the drop-out in generation '93 was 11,9%, which is 3% less than in the generation '91. Compared with General upper secondary programmes, where in generation '93 drop-out was at 6, 5%, this figure is still quite high.

3. Table. Generation drop-out rate in secondary education by type of education and gender, generation 1991-1993. Adopted from: Geržina et al. (2001), p. 42.

Type of education	Generation 1991			Generation 1992			Generation 1993		
	Drop out rate (%)			Drop out rate (%)			Drop out rate (%)		
	male	female	total	male	female	total	male	female	total
2 year short vocational upper secondary education	22,2	18,6	21,3	29,6	28,8	29,4	31	34,4	31,9
3 year vocational upper secondary education	22	34,2	26,8	18,7	18,4	18,6	18	14,5	16,6
Tehnical upper secondary education	15,9	14	14,9	13,6	12,2	12,8	19,9	10	11,9
General upper secondary education	7	5,3	5,9	7,6	6,6	7	6,2	6,7	6,5
Upper secondary education	17,4	17	17,2	15,2	12,7	14,1	10,5	10,8	13

10.   Are there any incentives for the teachers/schools to identify students at risk? What kind of measure makes them motivated or counter-motivated in this regard?

The main measures that motivate schools to identify students at risk are:

- The basic school cannot expel a pupil, however, it can, for learning or behavioural reasons, decide upon agreement with the parents to transfer the child to another school. For behavioural reasons only, a child can be transferred without parental consent. The decision is taken by the head teacher on the basis of a recommendation by a centre for social work. Parents have the right to appeal the decision.
- In upper secondary schools the effective measure is the financing rules "per capita". Schools are mostly organised in school centres with several educational programmes and therefore able to enrol student in another program.
- Then there is the demographic situation influencing the situation. The number of new born children is still dropping, that affects the number of teachers. The schools are interesting to have enrolment high enough to maintain the number of employees.

- On the other hand a lot of progress was made in the field of modernizing the education itself and schools are more and more implementing differentiation and individualization.

11. What kinds of internal (within the school) methods are available, both in theory and in practice to care about students identified by the teachers as being at risk?

Internal methods at schools to care about the students identified as being at risk are:

Individual learning plan

- Pedagogical contract
- Career orientation
- Portfolio
- Guidance and counselling
- Individualisation and differentiation as the teaching methods and ways of organising the school work
- Preventive measures for dropout prevention (manual for VET schools)

12. What kinds of external supportive systems (outside the school) are available, both in theory and in practice to care about students identified by the teachers as being at risk?

An important complementary activity for system-wide measures for preventing early school leaving is development of a network of advisory centres. In 2008 the Network of Lifelong Learning Centres (http://isio.acs.si/) was formed, and partly financed by the funds from the European Social Fund. There are 14 such centres that are distributed equally around Slovenia and they provide information and counselling for adults about all possibilities of education, preparing individual educational plans or give advice about available educational programmes. In addition, these centres have 160 discrete units (Točke vseživljenjskega učenja/Lifelong Learning Points) that actually perform numerous educational activities throughout the country and in which about 36,000 participants are included every year (Barle Lakota, Černoša et al., 2011).

One of the main measures for young people that left education is "Projektno učenje mladih" (PUM), (Youth Project Learning) is 1-year verified programme of non-formal education, and has been formally introduced by the decree of the Minister of Education and Sport in 1999. The program is aimed at young people aged 15 to 25 years who have left education and have no occupation or job. In the school year 2010/2011 the program was conducted by 11 organizations, and each year, about 180 young people are included in these programmes. The program offers project work and different approach to education of young adults, and ensures that in the program for the long term. The effects of learning in the program are visible in carrying out missing exams for continuing education or in filling the gaps in knowledge that arose during their formal education. Past experience in the program PUM indicates that it encourages younger participants to complete education, which has already been abandoned, and leads to the successful development of professional or employment strategies. Research has shown that every year 60-70% of the PUM participants -a re-engage in education or is employed.

Similar goals can be seen in the programme of "Produkcijska šola" (Production School). Its target group are young people who have completed primary obligation and are aged between 15 and 18 years old. "Production School" is helping young people with various problems to return into the education system or supports their entrance to the labour market. On the one hand they enable youngsters to acquire appropriate attitudes, knowledge and experiences, and on the other hand they offer advice to parents in order to adjust their educational expectations and requirements.

We must also mention programmes "Usposabljanje za življenjsko uspešnost" (UŽU) (Training for life success) that encourage adults with lower educational and literacy level to improve their basic skills related to literacy (reading, writing, arithmetic), social skills, lifelong learning, active citizenship and computer skills. The specific content of the programs based on the educational needs and interests of the target group. These programmes have preventive and remedial effects, e.g. programme "Reading and writing together" is aimed to parents with lower education and provide them with opportunities to read and write together with their children in lower grades of elementary school. On the other hand they can be more remedial measure e.g. programme "UŽU Most do izobrazbe" (UŽU Bridge to education) that targets less educated adults who want to return to education. All UŽU programmes are financed from public funds and are carried out in educational institutions for adults, like libraries and other public institutions.

13.   EWS initiatives in respective countries (using a matrix format or boxes to answer each question related to each initiative when there are more than one)

- What is done, what are in the focus? What is the idea/core conception behind the initiative? (E.g. in Slovenia RESLEA project, in Serbia (http://www.cep.edu.rs/news/implementation-of-the-project-combating-early-school-leaving-in-serbia-starts/42), in Hungary RESLEA - Számalk, Fotel – Artemisszió, SAP – Partners Hungary)
- By whom (person, expertise, organisation)?
- When (what level of schooling, which part of the academic year, is it recurring)?
- How (what data, process, tools are used)?
- Why (is there a research background, legal enforcement)?

14.   Evaluative comments on each initiative above (using the matrix format or boxes again)

- What works well and what doesn't?
- Why?
- What should be done differently?
- What practice should be abandoned?

A.   RESLEA, LLP project

http://www.reslea.eu/index.php/en/

Slovenian partner in the project: Solski center Velenje, Velenje – SLOVENIA SCV, www.scv.si, *Contact:* Jana Krautberger, jana.krautberger@gmail.com

What is done, what are in the focus? What is the idea/core conception behind the initiative?
By whom (person, expertise, organisation)? When (what level of schooling, which part of the academic year, is it recurring)? How (what data, process, tools are used)? Why (is there a research background, legal enforcement)?

Reslea project was composed of several activities. This presentation will not include all of them, as SC Velenje worked on the aspects that they did not had developed yet.

Screening tool (online questionnaire) for identifying students at risk of drop-out was developed. The questionnaire contains 28 questions on student's motivation and organisation of work for school, behaviour; family situation etc. First year student (secondary vocational and technical school) was invited by their class teachers to provide answers. The identification of student at risk is made regarding the results of the questionnaires and other information class teacher and school counsellor had about the student. The students identified at being at risk of dropping out get a mentor, usually school counsellor (mentoring experiences are important) and the personal educational plan is prepared in team of student, mentor, class teacher, parent and teachers whit whose subject student has biggest problems. Personal educational plan included clear rules (behaviour), prises, penalties, deadlines and learning plan. Screening tool is new approach, but the whole approach is based on pedagogical and legal background (individualization and differentiation, new teaching methods etc.).

Tool is prepared to use on every new generation and if necessary can be repeated. In the time of project there was organized several workshops for teachers (clear rules, teacher expectation vs. student results, conflict solving, motivating students) and students (solving problems, time management, learning to learn). The project was presented to parents. They also needed to sing the statement, that they agree for their son or doughter can be involved. Quesstionar was not anonimous. Two informational brochure were prepared for them (advantages of parents involvement in school work, how can parents help student gain success in secondary school).

What works well and what doesn't? Why? What should be done differently? What practice should be abandoned?

Online questionnaire was found as very useful tool. Software for online questionnaire was further developed by SC Velenje (optimisation for analysing the data). They also developed the presentation of results for easier communication among teachers and counsellor (table with green, yellow and red marks). They also corrected some questions based on first experiences. And they moved the timing of survey from beginning of the school to the end of first assessing period in second half of January as they found out that the survey in September is too early for good results.

In second year they closed the accesses to answers for teacher, the only person that can see the results of survey is school counsellor. He has by law permission to get personal data by students, so parents do not have to sign the permission anyway. Students participate voluntary, they can deny cooperation. This change was motivated also because not all class teachers have the necessary competences and unfortunately also right attitude to address the results of their class student's survey. Now is the counsellor responsibility to decide if one student is at risk and to proceed with action.

More seminars for students, on how to learn effectively, are needed although some students have more knowledge about this, which they got from primary school. Students reflected that other students can be mentors. Class teachers and school counsellors found brochures for parents very useful.

The project was successful also because it allowed for pilot school to build on already existing practise and customs.

It is a must that individualized intervention is followed after the screening. The interpretation of the results has to be done in a very responsible way!

B. Project PUPO

Run by CPI in years 2004–2007, Slovene publication, "Stay in School!":

http://www.cpi.si/files/CPI/userfiles/Publikacije/CPI_evropski_prostor_ostani_V_SOLI.pdf

What is done, what are in the focus? What is the idea/core conception behind the initiative? By whom (person, expertise, organisation)? When (what level of schooling, which part of the academic year, is it recurring)? How (what data, process, tools are used)? Why (is there a research background, legal enforcement)?

Project PUPO (Preventive measures for Dropout Prevention in Vocational Education and Training) was ESF project in years 2004–2007 coordinated by CPI. The main aim was implement and evaluate measures for dropout prevention that was piloted in 20 VET schools in Slovenia. The concept based on the realisation that the reasons for drop out are pupil, social and cultural environment or school related and therefore the solution lays in activities that are changing all three groups of influence. Further the authors identified three level of prevention: first was before entering VET school, second level was intervention in the early stage of identified problems and the third level was prevention of extension of the existing problem. In case if the prevention would fail they identified additional help measures.

For each level and group of reasons the possible activities/ measures were identified. Schools piloted selected ones and the evaluation has shown that schools mostly choose activities form first and second level of prevention.

Activities they selected were: workshops and celebrations at school; parents visiting at first day of school; special activities at first day of school for students; non-formal "get to know each other" event for teachers, students and parents; workshop for students "getting to know each other", diagnostic tests; developing learning competence; workshop on responsibility, feeling safe, metter motivation for learning; organizational changes for class teacher; consultation hours for students; thematic class hour; regular meetings between student and teacher; individual educational (or learning) plan; individual work with student; tutoring; special parent meeting.

Project, activities and tools are presented in special publication "Stay in school!" but available just in Slovene language.

What works well and what doesn't? Why? What should be done differently? What practice should be abandoned?

Involved teacher reported that there were several positive effects: better social atmosphere at school and in classes, bigger connection and cooperation of teachers, better relationship between students and teachers, teachers and parents and among students and students expressed that they are feeling more accepted, safe, wanted and that they trust more. Teachers stressed that most proposed activities were feasible, providing shift to better school culture were good personal relations, care for individual student, partnership with parents and collegial cooperation are the most

important. This shift is possible when the school work is based on clear and shared development vision, values, goals, rules and tasks in kind and respective atmosphere.

Sources in English:

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