



Study visit group report

Group No

Title of the visit	Training guarantee for everybody: good practices for equal opportunities in education and training
Topic	10 (Measures to prevent early school leaving)
City, country	Turku, Finland
Type of visit	Mixed
Dates of visit	6.-11.4.2014
Group reporter	Wojciech Woźniak

Dear participants,

The purpose of a study visit is to generate an exchange of experience and good practice between the country you visit and the countries you all come from. Thus, participating in a study visit can be an exciting experience and an important learning tool for you.

During the visit you are invited to prepare a group report summarising your discussions and learning. This will help Cedefop disseminate what you have learnt to others, who share your interest but did not participate in this particular study visit.

On the first day of the visit, you are to select a reporter who will be responsible for preparing the final report and submitting it to Cedefop. Everybody should contribute to the report by sharing their views, knowledge, and practices in their respective countries. Please start working on the report from the first day of the visit.

You will, of course, be taking your own notes during presentations and field visits; but the group report should highlight the result of the group's reflections on what was seen and learnt during the entire visit and the different perspectives brought by the different countries and participants. The report should **NOT** read as a travel diary, describing every day and every session or visit.

Cedefop will publish extracts of your reports on its website and make them available to experts in education and vocational training. When writing the report, please keep this readership in mind: make your report clear, interesting, and detailed enough to be useful to colleagues throughout Europe.

By attaching any photos to the report, you agree to Cedefop's right to use them in its publications on study visits and on its website.

Please prepare the report in the working language of the group.
Please do not include the programme or list of participants.

The reporter should submit the report to Cedefop (studyvisits@cedefop.europa.eu) within ONE month of the visit.

I FINDINGS

This section summarises the findings of the group while visiting host institutions, discussing issues with the hosts and within the group. You will be reflecting on what you learnt every day. But to put them together and give an overall picture, you need to devote a special session to prepare the final report on the last day of the visit.

In this section, it is important that you describe not only things you learnt about the host country but also what you learnt about the countries represented by group members.

1. One of the objectives of the study visits programme is to exchange examples of good practice among hosts and participants. Cedefop will select well-described projects/programmes/initiatives and disseminate them to former participants and a wider public, including potential partners for future projects. Therefore it is important that you identify and describe all aspects that, in your view, make these projects/programmes/initiatives successful and worth exploring.

Describe each of the good practices you learnt about during the visit (both from the hosts and from one another) indicating the following:

title of the project/programme /initiative	country	name of the institution that implements it (if possible, provide a website)	contact person (if possible) who presented the programme to the group	whom the project/ programme/ initiative addresses	what features of the project/programme/initiative make it an example of good practice
Education for Everyone - the Training Guarantee Model in Finland	Finland	City of Turku, Education Department	Matti Mäkelä/ Anu Parantainen	Youth at risk early school leaving	
The Peak	Finland	City of Turku, Education Department	Matti Mäkelä/ Anu Parantainen	Educators/ managers of educational institutions/local authorities/	Useful tools for transferring the educational innovations and enhancing mutual learning
Finnish education system, in particular secondary vocational education	Finland	Finnish Government		All stakeholders involved in a field of education (officials, teachers, youth, parents, society at large, etc.)	Wide curriculum in early years, then good freedom of choice for specialisation Free transportation, free school meals Flexible learning paths and flexibility of the whole system No dead ends - every choice matters and gap-free education from nursery to adult education Cooperation and coordination of support for pupils (social work, health care, psychologists, career advisor) The trust/confidence in the teachers -high

					<p>prestige of teacher's profession</p> <p>Transition phase trainings (guidance and counselling)</p> <p>In general higher secondary schools emphasis is put on university education</p> <p>Education is a matter of political consensus</p> <p>Customer-oriented education</p> <p>9+/10th class - focus on social inclusion Curricula adapted to the needs of every individual students (e.g. migrants) Flexibility of the system</p> <p>Equal opportunity as the principle</p>
Audi Ingolstadt Cooperation with vocational schools	Germany, Bavaria		Edmund Rieger ISB - Bavarian State Institute for School Quality and Educational Research (Munich)	<p>Youth, particularly those at threat of early school leaving and unemployment.</p> <p>Employers active in Bavaria region (particularly car manufacturing industry)</p>	New curricula established connected with the demand of the employee (the car factory)
P-class (Practical Class) - remedial class for 9 th graders in Bavaria -	Germany, Bavaria		Edmund Rieger ISB - Bavarian State Institute for School Quality and		

Internships, practical approach			Educational Research (Munich)		
9+2 - Bavaria - the programme that allows migrants with getting the	Germany, Bavaria		Edmund Rieger ISB - Bavarian State Institute for School Quality and Educational Research (Munich)		
Summer schools	Germany, Baden-Württemberg	Ministry of Education, Youth and Sports Baden-Württemberg	Heike Brucksch-Vieth Ministry of Education, Youth and Sports Baden-Württemberg	Children and teenagers - migrants and Germans - who have difficulties at school in the subjects German, Mathematics and English.	The summer schools are collaborative projects between schools, offices of education and external cooperation partners. The students are taught by teachers of the state of Baden-Württemberg mainly in the subjects German, Mathematics and English and sometimes also in other subjects. Classes are usually held on the premises of the cooperation partners, in order to offer an interesting change of school area to the students.
Dual system, apprenticeships in Germany	Germany		Edmund Rieger ISB - Bavarian State Institute for School Quality and Educational Research (Munich)		
Dobbantó (Springboard) Programme	Hungary		Gábor Tomasz Hungarian Institute for Educational Research and Development	The students joining the Dobbantó groups are 15-to-24-year-old young people who have already dropped out of education and training or are about	The participating vocational schools implement the Dobbantó Programme in one or more groups of 12 to 16 students who complete a “preparatory ninth year of education”. The Programme offers them an additional year of education to understand and overcome their earlier failures at

				to leave the system, and do not have any secondary or vocational qualification.	school, in learning or in their personal lives, and to find the best way to move on, i.e. to return to the school system or to enter vocational training or the world of work.
Curricula diversification Adapted curricula - mix of subjects selected by the counsellor. 9 and 10 grade	Spain	Almost every secondary school	Fco.José Ortega	Youth at risk early school leaving and low competence level	Special programmes for students of secondary schools last levels Aim is to bring the students back to the system. To avoid early school leaving
ERA project	Spain	Puerto Real secondary schools	Fco José Ortega	Youth at risk early school leaving, most of them absentee students over 16 compulsory age	Mixed program between municipal council and schools. Developed by external teachers, with specific counsellor and parents commitment. Individualised treatment
Class oxygen And vocational preparatory class	France. Guadalupe		Marie Line BRAY Guadalupe Academy	customizing course and prevent dropout school	Preparatory class professional training is part of the customization of course. It aims to: - To help students over 14 years old, find the meaning of a school project by building their own project by the knowledge of pathways and training courses, - To be in direct contact with the professional world and build new learning from concrete situations within companies through internships
Entry level group professional training in education	Spain, Valencia				

** You can describe as many good practices as you find necessary. You can add rows to the table.*

2. The study visits programme aims to promote and support policy development and cooperation in lifelong learning. That is why it is important to know what you learnt about such policies and their implementation during your visit. You are invited to describe your findings concerning the following:

2.1 APPROACHES TAKEN BY PARTICIPATING COUNTRIES (BOTH HOST AND PARTICIPANTS') REGARDING THE THEME OF THE VISIT. ARE THERE ANY SIMILAR APPROACHES/MEASURES IN PARTICIPATING COUNTRIES? WHAT ASPECTS ARE SIMILAR AND WHY? WHAT ASPECTS ARE DIFFERENT AND WHY?

The general perception of the participants was that the measures preventing drop-outs and early school leaving undertaken in respective countries are insufficient for the challenges. The most crucial obstacles for effective implementation of policies concern: lack of political will to treat education as one of the main priorities of the political actions, short-term planning defined by the political terms and the schedule of elections and lack of evidence-based planning in education.

Some of the local solutions seems to be hampering the introduction of long term plans, e.g. in Andalusia, Spain, in is restricted due to the short-term of contracting the principals (limited to 4 years) and the way of selection of schools' principals (decision of authorities and parents and teachers who choose the principal).

Inclusion as a goal of education is treated as a priority (particularly in reference to special needs students and pupils with migrant's background), however the effectiveness of the measures undertaken vary significantly from country to country. In some of the countries students with special needs are fully integrated into the system of education.

The issue of evaluation of the efficiency of education was discussed several times. Even though the general frameworks for evaluation are present in most of the countries (but for Spain) they are not necessarily mandatory or the results are not taken into account while planning the actions. Evidence-based and research-based policy which seems to be the core of policy-making in Finland is difficult to achieve elsewhere as there is no sufficient data and research undertaken in this field.

2.2 CHALLENGES FACED BY PARTICIPATING COUNTRIES (INCLUDING HOST) IN THEIR EFFORTS TO IMPLEMENT POLICIES RELATED TO THE THEME OF THE VISIT. WHAT ARE THE CHALLENGES? ARE THEY COMMON CHALLENGES? IF SO, WHY? IF NOT, WHY NOT?

The main issue differentiating the situation in Finland from the other countries concerns the specific role attached by political elite to the education. The education is declaratively a priority for the political parties in many countries, but it is rarely the matter of nationwide political consensus which seems to be the case in Finland.

At the same time, there is significantly higher level of social trust in the politics in Finland in comparison to the other European countries. This allows implementation of evidence-based policies in a field of education and long-term planning which is not hampered by the perspectives of forthcoming elections.

While education is held in high regard in many countries, the equality and egalitarian attitude to which is the core of Finnish system is not a universal European norm and the main value while planning educational system. In some countries (notably in Poland), the higher selectivity of educational system is perceived - contrary to the evidence - as a way of ensuring the elitist quality of the educational system efficiently in allegedly meritocratic way selecting better students from their worse peers. Lack of flexibility of school systems creating 'dead ends' for those who have already chosen their pathway are more or less doomed for the fate chosen at the very early stage.

The multidimensional support offered by the educational system in Finland (via the early intervention of support teams composed of social workers, psychologists and job councillors) seem to be a perfect solution to many challenges, providing that it is an early intervention. In some of the countries, the diagnosis and potential solutions are undertaken in far too late stages of education.

The system in Finland is stable and is not reformed constantly, however the Finnish authorities see the need for permanent monitoring and improvement of the system, as the new problems and challenges require new solutions.

One of the main differences of Finnish educational scheme noted by all the participants concern the high prestige of teachers' profession. The prestige is in significant extent connected with high selectivity of the education system for

teachers. The limits for the number of students who could enrol for this kind of education is in Finland strictly limited. Becoming a highly qualified and specialized and at the same time ensured of the job opportunities teacher is thus a matter of graduation from one of the most elitist studies in Finland, thus in this respect high selectivity of the system ensures both high quality of the students and high prestige of the graduates. In many countries, notably in Poland, there are no limits for the number of students enrolling every year for the studies of this kind.

2.3 NAME AND DESCRIBE EFFECTIVE AND INNOVATIVE SOLUTIONS YOU HAVE IDENTIFIED THAT PARTICIPATING COUNTRIES (BOTH HOST AND PARTICIPANTS) APPLY TO ADDRESS THE CHALLENGES MENTIONED IN QUESTION 2.2. PLEASE MENTION SPECIFIC COUNTRY EXAMPLES.

Please see section one 1 for the examples of innovative practices.

2.4 ASSESSMENT OF THE TRANSFERABILITY OF POLICIES AND PRACTICES. COULD ANY EXAMPLES OF GOOD PRACTICE PRESENTED IN THIS REPORT BE APPLIED AND TRANSFERRED TO OTHER COUNTRIES? IF SO, WHY? IF NOT, WHY NOT?

The Finnish system foster positive results and excellence by offering an access to both general and vocational education of a good quality while ensuring the flexibility and lack of ‘dead ends’ of educational pathways.

The education in Finland seems to be located within the core values of Finnish societies with all stakeholders being respected and feel valued. The particular attention was paid by the Group to the role and social prestige of the teachers’ profession in Finnish society which seems to avoid deterioration observed by many participants in their respective countries.

The education system is prioritised in terms of politics and policy-making in order to ensure sufficient funding enabling the majority of students to engage and succeed. Although other countries may aspire to such a system, there are physical, societal and cultural constraints that may prevent the transferability of many of the Finnish good practices.

Thus, the general construction of Finnish education system is very unique. The Finnish model seems to be unique combination of specific cultural and historical aspects that contributed to its creation. It was felt that this could hinder the

transferability of many of the good practices to other countries, at least in a short term perspective.

The group agreed that good practice could be transferred through teacher exchanges and personal experience of good practices. It was also felt that policy makers/decision makers could benefit from first-hand experience of the education system and its practices.

3. Creating networks of experts, building partnerships for future projects is another important objective of the study visit programme.

Please state whether and which ideas for future cooperation have evolved during meetings and discussions.

The group was constituted of the specialists in diverse fields of educational expertise (and with diverse experiences) which allowed very vivid debates and exchange of ideas. All members of the Group were active in the discussions and it seems that the network has been created for further sharing ideas and experiences.

The possibilities of cooperation in a field of students' exchange between institutions will be explored.

Every participant declared that the dissemination of knowledge obtained during the study visit in Turku should stimulate the debate about the necessary changes the respective institutions. The presentations delivered by Finnish hosts will serve as indispensable memory recall tools for further work.

The development of some new measures for supporting pupils at risk of early school leaving which are based on (or inspired by) Finnish solutions shall be recognized and discussed.

Polish participant declared that the knowledge and experiences gathered during a study visit will be utilized both in his teaching for students of sociology, social work and international relations, as well as in academic publications on Finnish educational system which will be submitted for publication next year. He also recommends following books as a valuable supplement for the knowledge gained during the study visit:

Niemi H., Toom A., Kallioniemi A. (eds.) (2012) *Miracle of Education. The Principles and Practices of Teaching and Learning in Finnish Schools*, Rotterdam: Sense Publishers

Sahlberg P. (2011) *Finnish Lessons. What Can the World Learn from Educational Change in Finland?*, New York, London: Teachers College, Columbia University

TO SUM UP

4. What is the most interesting/useful information that the group believes should be communicated to others? To whom, do you think, this information will be of most interest?

All above mentioned specificities of Finnish education system are very interesting and should be disseminated as the good practices in terms of egalitarian approach to education combined with high quality. The way of organizing and promoting vocational education as the legitimate and equal alternative to general education on a secondary level should be particularly underlined.

This should be communicated to all groups of stakeholders involved in designing and implementing of educational policies on all levels of administration - from central political elite which should take into account Finnish case while planning long term goals and strategies of educational policy to the local councillors, authorities and educators who could attempt to organize on a smaller scale some actions in accordance with the well recognized examples from Finnish municipalities and schools.

II Organisation of the visit

This part of the report will not be published but it will be made available to the organiser and will be used by national agencies and Cedefop to monitor and improve implementation of the study visits programme.

We recognise the value of ongoing feedback as a way of ensuring that the programme is at all times a responsive and dynamic initiative, meeting the needs of its various participants and target audiences. In this section you are invited to give us your feedback on several factors that, in our opinion, contribute to an effective visit.

1. Discuss within the group and check if you agree or disagree with the following statements. Please mark only one box (☑) that expresses most closely the opinion of the entire group. Please use Question 2 of this section to elaborate on your responses, if needed.

		All agree	Most agree	Most disagree	All disagree	Not applicable
e.g.	The size of the group	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		All agree	Most agree	Most disagree	All disagree	Not applicable
	was good.					
1.1.	The programme of the visit followed the description in the catalogue.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2.	There was a balance between theoretical and practical sessions.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3.	Presentations and field visits were linked in a coherent and complementary manner.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4.	The topic was presented from the perspectives of the following actors of the education and training system in the host country:					
1.4.1.	government and policy-makers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4.2.	social partners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4.3.	heads of institutions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4.4.	teachers and trainers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4.5.	students/trainees	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4.6.	users of services	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5.	There was enough time allocated to participants' presentations.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.6.	The background documentation on the theme provided before the visit helped to prepare for the visit.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.7.	Most of the group received a programme well in advance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.8.	The information provided before the visit about transportation and accommodation was useful.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.9.	The organiser accompanied the group during the entire programme.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.10.	The size of the group was appropriate.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.11.	The group comprised a good mixture of	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		All agree	Most agree	Most disagree	All disagree	Not applicable
	participants with diverse professional backgrounds.					
1.12.	There were enough opportunities for interaction with representatives of the host organisations.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.13.	There was enough time allocated for discussion within the group.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.14.	The Cedefop study visits website provided information that helped to prepare for the visit.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. If you have any comments on the items 1.1. - 1.14 above, please write them in the box below.

III Summary

1. Having summarised all your reflections and impressions, please indicate how satisfied you are with your participation in the study visit. Indicate the number of participants for each category, e.g.

Very satisfied

Very satisfied Satisfied Somewhat satisfied Not satisfied Neither satisfied nor dissatisfied

2. What elements and aspects of the study visits do you think could be changed or improved?

The general assumption of the Group was that the part of the theoretical lectures could be replaced with more active measures (debated and discussions) with the representatives of the host institution and from the schools visited.

More time could be devoted to the meetings with various stakeholders within a Finnish system of education (not only those responsible for organization of the system and school principals, but also with teachers pupils and possibly also with the parents).

It seems that the one day of the visit could be devoted to the presentations of the participants in order to provide time for more thorough recognition of the everyday life of Finnish institutions under scrutiny.

As one of the participants stated, from ecological point of view, the ferry trip organized by the hosts was unnecessary. It added to the ecological footprint, while it could be organized in one of the institutions visited.

The rest of the group disagreed. They have appreciated the trip and seminar on the ferry.

3. If there is anything else you would like to write about that is not included in the above questions, please feel free to write below or attach a separate sheet.

The organization was perfect. The costs were balanced. Everything was on time and the schedule was followed precisely.

THANK YOU!

Please submit the report to Cedefop (studyvisits@cedefop.europa.eu) **within one month** of the visit.