



The DROPS toolbox

Dropout prevention in schools –
Comenius Regio Partnership between
Berlin-Neukölln and 's-Hertogenbosch



Lifelong Learning Programme



Education and Culture DG



's-Hertogenbosch





Preface

Taking part in a conference in Istanbul in November 2008 a chance meeting took place between some of the partners from Berlin and from 's-Hertogenbosch. The conference began with workshops about early school-leaving and how to re-integrate young people into the education system and ended with an in depth discussion about how to prevent school students from dropping out of school. The Dutch and German participants, after a great deal of lively discussion, decided to develop a project as part of the new action 'Comenius-Regio'. At that time 'Comenius-Regio' was just being initiated to foster European cooperation between school administrations, schools and other stakeholders. This was how the DROPS project was born.

With this brochure we would like you to share in our project, which ends in summer 2011. For two years we have worked intensively on the topic of dropout prevention, sharing our experiences and looking at the problem from as many different ways as possible.

Two school administrations, four schools and three non-school organisations from two regions in two countries came together. By looking beyond the work they had been doing in their own countries they were able to gain new perspectives and, at the same time, to share their own working methods with other participants. On a regional level we formed new networks and further developed old ones. We observed and experienced good practice.

Here we have put together the twenty examples of good practice from the two regions which we think deserve particular recognition.

We have gained a huge amount over the last two years. We owe particular thanks to all teachers, social workers, administration workers, headmasters and headmistresses and many more members of the participating groups who dedicated their time and energy to the project.

Best wishes,

Angelika Prase-Mansmann
School Authority Berlin-Neukölln

Theo van de Veerdonk
Municipality 's-Hertogenbosch





Content

p. 1	Preface
p. 3	Content
p. 4	DROPS – The idea
p. 5	The partner regions Berlin-Neukölln & 's-Hertogenbosch
p. 6	The partner organisations
p. 8	During the project
p. 10	The toolbox
p. 11	20 examples of Good Practice
p. 31	What's coming next? DROPSplus!
p. 32	In memory of Henk Schenkelaars



DROPS – The idea

Background and objectives of the project

In the Berlin district of Neukölln areas have arisen where social issues and problems are rife. Around 30% of people come from migrant backgrounds and the most serious problem is the situation regarding education and employment – the current level of unemployment is 20%. In this environment, many young people have a pessimistic basic outlook and it is easy for them to develop completely defeatist attitudes, preventing any lasting educational, vocational and social integration. Currently 9% of German pupils and 20% of pupils at German school with a non-German background leave school without any qualifications.

In 's-Hertogenbosch there were 1600 early school-leavers at the end of the school year 2007/2008. These young people left school without any qualifications. The number of pupils leaving school early is decreasing, but is still much too high – about 20% of all young people between the ages of 18 and 23 are early school-leavers. In 2008 there were 280 young employment seekers registered. Given that not all young people register themselves, however, the actual number is presumed much higher. There is also no means of testing the security of these young people's jobs. Research shows that even those who leave school with a job have often lost it by the time the next survey is carried out.

With a lack of methods for preventing early school-leaving and no extended network of individuals working together to improve the current situation, tackling the problems of school truancy and drop-outs is a real challenge. The main goal of the cooperation between Berlin Neukölln and 's-Hertogenbosch was to develop a "toolbox" to help to identify and reduce the number of students at risk of dropping out of school. Through exchanging experiences a comparison of different approaches and examples of good practice were compiled. The toolbox should be able to be applied to different contexts and not be limited to the situations of the project partners. It should act as an important guide for improving the network of regional bodies involved in dealing with dropout problems.



The partner regions: Berlin Neukölln & 's-Hertogenbosch

Small city meets metropolis: some info bites

's-Hertogenbosch is, to understate it, quite different from Berlin. Although the focus was on Neukölln, a single district of Berlin, Neukölln is still 2.5 times bigger than 's-Hertogenbosch. Neukölln has 312,000 inhabitants, 's-Hertogenbosch has 136,500.

- Of the 136,500 inhabitants in 's-Hertogenbosch, around 18,000 have migrant backgrounds, about 13%.
- From these 312,000 inhabitants in Neukölln, around 66,000 have migrant backgrounds, about 21%.
- 's-Hertogenbosch is the capital of Noord Brabant, the largest province in the Netherlands.
- Neukölln became famous for its tough-to-teach school pupils five years ago, when the difficulties at the "Rütli Schule" came to light through much media attention after teachers demanded that the school be closed. The school has now been reformed and has even been called a "model project" of change!
- 's-Hertogenbosch is the birthplace of Hieronymus Bosch, the great Northern Renaissance painter.
- Neukölln borders the formerly Berlin Tempelhof airport, now a public park and location for a large number of cultural events and festivals in Berlin throughout the year.
- 's-Hertogenbosch is home to one of the largest Heineken breweries in Europe.
- Neukölln has an unemployment rate which lies above the Berlin average. 20% of the population in the region don't have a job. The rate is also slightly higher among women than among men.
- Unemployment rates in Noord Brabant are at 4.9%, 5% lower than the European average. Young people, however, continue to be the hardest hit by the lack of jobs – among 15-25 year olds the number of unemployed is around 12% (2009).



"I learned to look at my work from another's perspective and thereby reevaluate my own approach"

Angelika Prase-Mansmann,
Berlin Senate Department for
Education, Science & Research



"See & smell – we thought out this concept at the beginning so that every participant could get a feel for and better understand the situation in the partner regions."

Marco Schroeder,
EuropaBeratung Berlin



"It is impressive just how effective the all-day school has been. This could work as a good model for our secondary schools."

Marianne Gevers,
Koning Willem I College

The partner organisations

Senate Department for Education, Science and Research – School Authority Berlin-Neukölln

The regional school authority Berlin-Neukölln is a supervisory body of the Senatsverwaltung für Bildung, Wissenschaft und Forschung, Berlin. 42 primary schools and 23 secondary schools are under the authority body's supervision.

The duties of the school authority include the overall improvement of standards in schools, ensuring a focus on the individual students, organising an efficient use of staff, conflict and crisis management as well as complaints management and the organisation of networks between school and other partners related to schools and their administration.

Röntgen-Schule

Formerly the Kurt-Löwenstein School this secondary school is located in the northern part of Berlin-Neukölln. The surrounding area is characterised by poor educational standards and unemployment. 93% of students come from migrant backgrounds. Social work has been offered to the pupils at the school since 2003 and has been developing ever since. The school management makes up part of the advisory council for youth social work in Berlin schools. Work with potential dropouts is a central part of the social work at the Röntgen School which also has a strong ethos of parental involvement and community work.

Alfred-Nobel-Schule

Formerly the Anna-Siemsen-Schule this is a secondary school in Neukölln. More than 80% of pupils have a migrant background. Work with potential dropouts is a central part of the social work in the school. The overall ethos of the school is a commitment to vocational education. Through intense employment orientation starting in the 7th grade the school tries to increase the pupils' chances of finding placements.

TandemBQG

Tandem is a non-profit organisation for qualification and employment, also carrying out social work in schools. Tandem is currently responsible for 31 "school stations" in Berlin. A "school-station" is a drop-in centre for pupils, parents and teachers of any school which offers help, consultation services and support. The organisation also focuses on intervention and crisis intervention in schools as well as integration and mediation projects. They work closely with the youth office and other local partners.

Zukunftsbau/EBB

EuropaBeratung Berlin is an advisory service in Berlin that aims to give those working in the fields of education and vocational training an understanding of the value of a European outlook for young people and highlights new ways for young people to be integrated into the labour market through EU programmes. EBB offers advice on good practice, makes suggestions on how to implement new projects and gives support in finding EU partners as well as help in developing and managing projects.

Zukunftsbau GmbH is a non-profit organisation for qualification and employment and was commissioned to create the EBB by the Senate Administration for Education, Research and Employment.

Municipality 's-Hertogenbosch

The municipality of 's-Hertogenbosch is the capital of Noord Brabant, the largest province of The Netherlands. The city has approximately 139.000 inhabitants and offers a wide range of educational programmes. One of the main goals of the Youth and Education Policy in 's-Hertogenbosch is to reduce the number of young people leaving school without any qualifications. A considerable number of projects for preventing early school-leaving, youth unemployment and projects aimed at the re-integration of young people have been developed. Because of the municipality's involvement with all of these projects it has close contacts with all the educational institutions in and around the city.

Hervion College

Hervion College is a secondary school for prevocational education in 's-Hertogenbosch and is part of the OMO association (Ons Middelbaar Onderwijs). The students are from 12 to 18 years old. Hervion College focuses on innovative educational approaches - the school has already worked for many years with a variety of EU exchange programmes. The ethos of the school is to give pupils as much responsibility as possible; they are active learners, teachers only facilitate the learning process.

Koning Willem 1 College

Koning Willem 1 College is a school for vocational educational training (VET-school) in 's-Hertogenbosch. It is a community college with an international ethos, focused on developing the students' individual talents and stimulating creative thinking. The school has a large number of vocational programmes on levels 1, 2, 3 and 4, the main areas being: the human being and health, technology, economy and culture and adult education. 12,000 students follow courses (part-time and full-time).

PSW

PSW employment consultancy is a non-profit organisation situated in 's-Hertogenbosch. PSW is an important actor in the Dutch labour market, offering consultancy, project development advice, project management, research into labour market issues and training about how to deal with these. PSW focuses mainly on the reintegration of people on the labour market who have a disability. PSW is always is always on the look out for new and internationally-inspired ways to develop and achieve its goals.



"I saw the importance of weekly team meetings for teachers and social workers as well as giving weekly feedback on the pupils' performance and progress levels to parents. It was clear how positive an effect this has on the further development of the child and on their familial situation with regards to avoiding truancy."

Renate Lecke,
Alfred-Nobel-Schule



"I realised how important the effect of your environment can be for your work and well-being. Open working spaces, an open-minded working atmosphere and pleasant surroundings all contribute. It's important to place real value on the things around you and think about the atmosphere you create through them... Sometimes it's no more complicated than that!"

Irina Neander, Youth Welfare
Department Berlin-Neukölln



I was very impressed by the creative thinking in 's-Hertogenbosch. There they try everything possible to prevent students from dropping out.
Herbert Dold, Tandem BQG



„PSW is always looking for new and international opportunities and methods to develop and help achieve its mission.“
Anna van Nijntatten, PSW



“The topic of early school-leaving is very important. Europe has stated that it has ambitious aims for dropout prevention. We are trying to bring all interested parties on a regional level together, in order to try to achieve these aims.”
Theo van de Veerdonk,
Municipality 's-Hertogenbosch

During the project

Project Planning (September 2009)

The partnership started in September 2009 when project planning, possible topics and future dates for meetings were discussed. The setup of a transnational steering group in charge of monitoring and evaluation was also introduced.

Project meeting in Berlin (November 2009)

Here the groups from two different cultures met for the first time but very quickly they felt comfortable with each other and enthusiastic discussion about the project began. In small mixed groups the “job-shadowing” started in the areas school authority, school management, teaching and social work.

Participants visited a number of schools, school authorities and administrative offices. The participants were able to receive an impression of what daily life at the schools was like – apparently very different from in 's-Hertogenbosch! The Dutch groups particularly noticed the older school buildings and they also commented on the more traditional school approach in Berlin, in the Netherlands they are used to encouraging pupils to be more entrepreneurial.

During a tour around Neukölln the Dutch partners were also able to get an insight into Neukölln's demographic. In an area where there are such a large number of immigrants a special approach is clearly needed in schools. All Dutch participants were highly impressed by the quality of the teaching staff who are required to work with classes made up almost entirely of immigrants. They also commented on the level of parent participation which acted as a stepping stone between the pupils' school lives and personal lives. This is something the group is particularly keen to take back to the Netherlands. However, they also saw how the different school bodies involved in the work in Neukölln seem to work separately from each other and how working together more closely could positively influence results.

Project meeting in 's-Hertogenbosch (April 2010)

The German partners received a very warm welcome on arrival and throughout their visit they were very impressed by the hospitality showed them by their hosts. Every participant commented on how much they enjoyed the warm, open-minded atmosphere and the friendly conversations while visiting schools and at mealtimes.

The guests were able to get an overview of the school system in the Netherlands, of how leaving qualifications worked, of the role of the municipality and of the cooperation between the institutions and had a brief introduction to Dutch education laws. They visited two schools, namely De Rietlanden and Hervion College where interest focused on the measures put in place by the school to target truancy. A number of pedagogic concepts were discussed for this issue and the partners also learned about the challenges the staff face when working with children with autism and other learning difficulties. Again, it was through this exchange of experiences, that the German partners were able to gain a number of insights which they will be able to put to use in their own work.

Project meeting in Berlin (November 2010)

Here the Dutch group was made up of staff members from the municipality, from Hervion College, from Koning Willem I College and the Centre for Youth and Family. The group was divided into three subgroups - group 1 focused on school and social work, group 2 on school and group 3 on school and career orientation. The entire group came together on the Wednesday morning to learn about the different stakeholders who were going to work together to achieve the goal of reducing early school-leaving.

At this stage the Dutch partners began to get a real sense for how differently the same problem could be approached in two countries. Overall, the impression was that the Dutch approach to truancy deals more directly with the pupils themselves. However, the new Sekundarschule and the concept of the all-day school (Ganztagsschule), which have started with the school year 2010/2011, were both of much interest to the participants as means of leading a more active approach. The severity of the issue in Neukölln was made clear to the Dutch visitors. There are schools with a migrant intake of over 90%, the children come from 162 different countries – the schools are melting pots of cultural backgrounds. 70% of the students are successful in finishing their studies, something the Berlin schools can be justly proud of. Reasons for early school-leaving are wide-ranging but the schools cannot financially sanction parents because of poverty and police intervention has been shown to be ineffective. The partners agreed that the active communication of information by different stakeholders working together and creating a culture of joint responsibility is absolutely necessary to combat early school-leaving. Although more joint work is needed the Dutch partners were impressed by the networking systems in Berlin, for example though “Schulstationen” and “Knackpunkten”

Project meeting in 's-Hertogenbosch (March 2011)

Again, the general impression was one of a very warm atmosphere. The visitors received a friendly welcome and continued to be impressed by their Dutch colleagues' commitment to improving dropout rates in schools. The visitors' responses to Koning Willem I College depended on the area they worked in, but were all positive.

The guests mentioned the approach to improving dropout rates as one which gave a high level of responsibility to the students, the friendly school atmosphere despite its size, the organisation of the school, the network of all its different sections, the effective teamwork of the staff, parents and accompanying institutions, the effective working methods and the sense of a real working ethos at the school.

After this second visit the German partners really felt that they could critically reflect on their own work and on how re-integration of school dropouts is achieved in their own country. The visitors agreed that there was a lot to be learned from the Dutch example, with particular regard to the teamwork of the different individuals and professionals.

Final Conference (Juni 2011)

At the final conference all partners and other interested stakeholder met for a last evaluation. Together, they looked back over two years of discussions, debates, new impressions and experiences, all of which led to the question... what's coming next?



“In the Netherlands, I think that less bureaucracy means that all measures and support strategies are more effective”
Detlef Pawollek, Röntgen-Schule



“The high level of parental involvement in the project is new to us, we are only just starting this approach”
Marijke Staps,
Municipality 's-Hertogenbosch



„Our school wants to develop new methods to tackle early school-leaving. European exchanges like this one with schools in Berlin means that we can get feedback from our German partners about the changes we want to make!”
Hub Quaedflieg, Hervion College



The toolbox

One of the main goals of the exchange was to develop a toolbox which would help with the early recognition and reduction of students at risk of dropping out of school. Through an exchange of experiences, a comparison of different approaches and a compilation of examples of good practice it was possible to fill this toolbox with partners and organisations who work to reduce school truancy and dropout-rates, possible measures to help achieve these aims as well as other useful information and checklists. It should offer an important means to improve the networking of regional institutions who deal with dropout problems.

All partners agree that the experiences cannot simply be directly applied to new situations and contexts but that it is necessary to adapt them. The toolbox should therefore be transferable to different contexts; not only applicable to the situations of the participating project partners. It is difficult to know which experiences and results will be useful in another European country or region. However, the toolbox provides a starting point for the improvement of dealing with dropout prevention in schools and this is the main reason why it is published at the end of the project and is available for all interested stakeholders.

The following 20 examples of good practice should give you an overview of how to approach dropout prevention. The examples have been taken from our own experiences throughout the DROPS project and aim to take a wide range of factors into account which might impact on early school-leaving.

1	Title, name	Truancy - Second Chance ("Schulverweigerung - Die 2. Chance") at Alfred-Nobel-School	
2	Kind of good practice	Project	
3	Status	ongoing	
4	Period, duration	01.09.2008 -31.08.2011, a follow up application is currently being prepared	
5	Date of description	06.04.2011	
6a	Contact person	Mr. Mathias Keller	
6b	Contact organisation	Fortbildungsakademie der Wirtschaft (FAW)	
6c	Adress and telephone number	+49 30 5363 760	
7	Website	www.faw.de/standorte/berlin/schul-und-jugendsozialarbeit/	
8	Contracting authority	Federal Ministry for Family, Seniors, Women and Youth	
9	What kind of financing/funding?	National and European funding	
10	If European funded name the programme...	European Social Funds	
11	Partners	Integration services for young people with a migrant background, Competence agencies, Pilot programme "JUGEND STÄRKEN: Aktiv in der Region" ("Strengthen youth, active in the community") and many others	
12	Location (local, regional, national, European level)?	Regional level	
13	Target group (gender etc.)	pupils who are in danger of dropping out of school, age 12-17	
14	Description (max. 2500 char.)	<p>Since 2008 the project "Truancy - the 2nd chance" has been running in schools. This project, alongside others in the areas of school social work, is supported by the Fortbildungsakademie der Wirtschaft (Further Education Academy for Economy) . Here young people disillusioned with school are targeted with the aim of reintegrating them into the classroom. The reasons for truancy can be wide-ranging. Conflicts with teaching staff or fellow pupils, difficulties in the home or psychological or emotional crises are all possible causes. Coordinated teamwork of all individuals involved and the correct use of the available local support network are all important for the student's successful reintegration. The youth welfare office, the competence agencies, the integration services for young people with migrant backgrounds, the employment office, job centre, youth support providers, specialist hospitals and therapeutic institutions, the police, the juvenile court assistance and many other education and service providers are all examples of who might be part of this network. The project coordinator is the contact and reference person for the pupils as well as case-manager for the entire help process, coordinating the teamwork of the different agencies involved from the project's beginning.</p> <p>Children and young people who play truant from school or refuse active participation in lessons should be reintegrated, in order to enable them to obtain a school leaving qualification. Through activities such as sport, cooking in a group and excursions, a trusting relationship is developed between the young people and those taking part in the project.</p> <p>In group discussions with teachers, parents and those participating in the running of the project solution strategies can be developed for existing problems, offers of help can be negotiated and a closer relationship between the home and the school can be established.</p> <p>The young people gain greater understanding of social competences such as trust in others, respect of fellow pupils and teachers as well as self-discipline.</p> <p>In the case of unauthorised absence from school the pupil will be visited at home. The participation of the parents is vital to the project's success.</p>	
15	Products, if available		
16	Keywords (at least three, max. six)	<p>1. Early school leaving / dropout</p> <p>2. Dropout prevention</p> <p>3. Social work</p>	<p>4. Re-integration (to school or work)</p> <p>5. Immigrant youngsters</p> <p>6. ----</p>

1	Title, name	Succesklas						
2	Kind of good practice	Intervention The school itself takes care of youngsters who stand a big risk of leaving school early and therefore will not get their qualifications						
3	Status	implemented						
4	Period, duration	6 weeks						
5	Date of description	01.04.2011						
6a	Contact person	Jacqueline Baselier						
6b	Contact organisation	Koning Willem 1 College, 's-Hertogenbosch, the Netherlands						
6c	Address and telephone number	+31653276630						
7	Website	www.succesklas.nl						
8	Contracting authority	Ministry of Education (first project subsidy, now mainstreamed)						
9	What kind of financing/funding?	Own budget						
10	If European funded name the programme...	-----						
11	Partners	Local authority, social work, psychiatric work, local businesses						
12	Location (local, regional, national, European level)?	Regional						
13	Target group (gender etc.)	Youngsters of age 16 and older						
14	Description (max. 2500 char.)	<p>The Succesklas is meant for students who give up their vocational education during a school year and, despite of the intensive support of a study counsellor, do not succeed in choosing a new vocational program. The succesklas gives drop-outs access to a new vocation within six weeks through a program of introspection, personal coaching and supervision. Table 1 focuses on personal qualities, skills and dreams for the future. Table 2 focuses on looking for a profession and a vocational education which suits the individual. Practical orientation should make the choice process easier. Table 3 focuses on successful application to the new education programme or finding a job. Part of the program consists of learning skills (arithmetic, Dutch and English language, creative thinking). About 170 students per school year take part in the succesklas programme.</p> <p>Mission statement of the succesklas: "The succesklas is a cosy, safe orientation programme. It believes that every student counts and deserves a honest chance. It is a unique opportunity which offers structure and tailor-made support, therefore participants get more self-insight and more self-confidence. Finally, the students become proud and happy that they have been able to make a better choice for their future at school and on the labour market."</p>						
15	Products, if available	Description of this program						
16	Keywords (at least three, max. six)	<table border="0"> <tr> <td>1. Early schoolleaving / dropout</td> <td>4. Social work</td> </tr> <tr> <td>2. Dropout prevention</td> <td>5. Re-integration (to school or work)</td> </tr> <tr> <td>3. Development of coaching methods</td> <td>6. Job orientation/Career guidance</td> </tr> </table>	1. Early schoolleaving / dropout	4. Social work	2. Dropout prevention	5. Re-integration (to school or work)	3. Development of coaching methods	6. Job orientation/Career guidance
1. Early schoolleaving / dropout	4. Social work							
2. Dropout prevention	5. Re-integration (to school or work)							
3. Development of coaching methods	6. Job orientation/Career guidance							

1	Title, name	Succespoint
2	Kind of good practice	Method/Approach Municipality works IN the schools together with teachers, student counsellors
3	Status	implemented
4	Period, duration	2008-.....
5	Date of description	01.04.2011
6a	Contact person	Marijke Staps-Mahieu/ Reinoud van Uffelen
6b	Contact organisation	Municipality of 's-Hertogenbosch and Koning Willem 1 College (VET-school)
6c	Adress and telephone number	Koning Willem 1 College, Student Succes Centre (SSC) Vlijmenseweg 2 5223 GW 's-Hertogenbosch +31621699262
7	Website	Mail: suc6punt@kw1c.nl or m.staps@s-hertogenbosch.nl
8	Contracting authority	Koning Willem 1 College and Municipality of 's-Hertogenbosch
9	What kind of financing/funding?	National (ministry of education, programmagelden VSV education), Local (Municipality of 's-Hertogenbosch), ROC KW1C (VET-school) and Municipalities in the region
10	If European funded name the programme...	-----
11	Partners	Municipalities regional scale and Koning Willem 1 College
12	Location (local, regional, national, European level)?	regional
13	Target group (gender etc.)	Students of the Koning Willem 1 College (VET-school) (13.000 students)
14	Description (max. 2500 char.)	All students are obliged by the government to get a minimum of a level 2 degree (a start qualification) to have the best chances on the labour market. From the students who play truant from school there are many who risk dropping out. The civil servants together with the school want to oppose and prevent this. In the Succespoint they create awareness that absenteeism should be reported and they make this easier to do. They work together in the school with students, teachers, parents, career counsellors, the administration, tutors, social workers and justice towards a certificate for every student. The government is visible at school and plays an active role in confronting students! The approach: Act together and keep it simple.
15	Products, if available	Roadmap for teachers Hand-outs for students An easy way to report absence (digital) Teachers- and students presentations
16	Keywords (at least three, max. six)	1. Early schoolleaving / dropout 4. Job orientation/Career guidance 2. Dropout prevention 5. Social work 3. Re-integration (to school or work) 6. School management

1	Title, name	Network job advisory service (Neuköllner Netzwerk Berufshilfe e.V.)	
2	Kind of good practice	Project	
3	Status	ongoing	
4	Period, duration	since ?	
5	Date of description	27.07.2011	
6a	Contact person	Frau Titze, Herr Schuldhauer, Frau Bochow-Rey	
6b	Contact organisation	Neuköllner Netzwerk Berufshilfe e.V.	
6c	Adress and telephone number	Jugendberatungshaus Neukölln Glasower Straße 18, 12051 Berlin +4930 - 62 60 88 24 koordination@nnb-berlin.de	
7	Website	www.nnb-berlin.de	
8	Contracting authority	Bezirksamt Neukölln	
9	What kind of financing/funding?	Local & European	
10	If European funded name the programme...	European Social Funds	
11	Partners	Jugendamt Neukölln, Senatsverwaltung Bildung, Wissenschaft & Forschung, Arbeitsagentur, JobCenter, Ausbildungsbetriebe, Projekte zur Erlangung der Ausbildungsreife	
12	Location (local, regional, national, European level)?	local	
13	Target group (gender etc.)	young people between the ages of 16 and 25 years	
14	Description (max. 2500 char.)	<p>The Neukölln Netzwerk Berufshilfe (Neukölln network for career guidance) is a local union of independent providers, services and programmes which offer help for the transition between school and work. The network offers information, support and coordination of different companies. The types of help include management of applications, projects for career guidance and orientation and media competence acquisition in Neukölln schools as well as skills assessments for students in their last school year. In their centre for youth advisory services the NNB also offers career guidance, career advice, qualification placements (also school leaving qualifications), application support, support in achieving school leaving qualifications, advice on youth debt and offers of minor qualifications.</p>	
15	Products, if available		
16	Keywords (at least three, max. six)	1. Job orientation/Career guidance 2. Social work 3. Immigrant youngsters	4. Re-integration (to school or work) 5. ---- 6. ----

1	Title, name	Action plan apprenticeship (Actieplan leerbanen)						
2	Kind of good practice	Method/Approach						
3	Status	ongoing						
4	Period, duration	2004 -						
5	Date of description	21.07.2011						
6a	Contact person	Theo van de Veerdonk						
6b	Contact organisation	Gemeente 's-Hertogenbosch (municipality)						
6c	Address and telephone number	Postbus 12345, 5200 GZ 's-Hertogenbosch Telephone number: +31736159024 E-mail: t.vandeverdonk@s-hertogenbosch.nl						
7	Website	www.s-hertogenbosch.nl						
8	Contracting authority	Gemeente 's-Hertogenbosch (municipality)						
9	What kind of financing/funding?	Local government, Labouroffice (UWV) and Koning Willem 1 College (VET-school), all out of 's-Hertogenbosch.						
10	If European funded name the programme...	-----						
11	Partners	Local government, labour office (UWV) Schools, Koning Willem 1 College, Hervion College and ambassador's network of local and regional companies.						
12	Location (local, regional, national, European level)?	The team of action plan apprenticeship is located at UWV 's-Hertogenbosch (labouroffice).						
13	Target group (gender etc.)	Students in vocational education (VET-schools) who cannot find an apprenticeship on their own. Early school-leavers, who do not attend school anymore and who are registered at the labour office, mostly they are a little bit older, have no duty to go to school and are motivated to work. A small numbers of students in pre-vocational education and are motivated by "learning by doing".						
14	Description (max. 2500 char.)	<p>Every year the team of the actionplan finds at least 100 extra apprenticeships for the youngsters described above.</p> <p>Strong points of the actionplan apprenticeships: Good analysis of the problem: clear idea about the target group and the possibilities of the labour market. The involvement of companies is significant, every 8 weeks the group "captains of industry" comes together and discusses the progress of the project and supports the team to find solutions for youngsters who are hard to place in a job. There is good project management, project organisation and administration. The project is goal-orientated, there is on-going monitoring of the results and quick action when intervention is needed. The project plays an important role in reducing early school-leaving, because without an apprenticeship the students would not be able to get their start qualification at level 2 at the VET-school. The project also offers a good means of giving the right support with regards to career orientation and career guidance.</p>						
15	Products, if available	Description of the concept						
16	Keywords (at least three, max. six)	<table border="0"> <tr> <td>1. Job orientation/Career guidance</td> <td>4. Dropout prevention</td> </tr> <tr> <td>2. Early schoolleaving / dropout</td> <td>5. Re-integration (to school or work)</td> </tr> <tr> <td>3. Stakeholder cooperation</td> <td>6. Policy</td> </tr> </table>	1. Job orientation/Career guidance	4. Dropout prevention	2. Early schoolleaving / dropout	5. Re-integration (to school or work)	3. Stakeholder cooperation	6. Policy
1. Job orientation/Career guidance	4. Dropout prevention							
2. Early schoolleaving / dropout	5. Re-integration (to school or work)							
3. Stakeholder cooperation	6. Policy							

1	Title, name	Parent involvement at Röntgen-School (Aufsuchende Elternarbeit an der Röntgen-Schule)						
2	Kind of good practice	Tool						
3	Status	ongoing						
4	Period, duration	indefinite						
5	Date of description	07.04.2011						
6a	Contact person	Mrs. Songül Aslan, Mr. Alfred Kleinert						
6b	Contact organisation	Röntgen-Schule						
6c	Adress and telephone number	Wildenbuchstrasse, Berlin; 030-290276415 , 030-29027640						
7	Website							
8	Contracting authority	School support foundation						
9	What kind of financing/funding?	School budget						
10	If European funded name the programme...	----						
11	Partners	Neukölln adult education centre for language courses, information brokering from local providers, the police, the youth welfare office, etc						
12	Location (local, regional, national, European level)?	local						
13	Target group (gender etc.)	Parents (particularly mothers) of pupils who are predominantly from a migrant background (90%)						
14	Description (max. 2500 char.)	<p>The parent involvement aims first and foremost to bring individuals together by overcoming cultural barriers. The issue of participation is central to building and strengthening women's confidence in their ability to raise their children, something which can be far removed from the lifestyle traditions of women with migrant backgrounds.</p> <p>Parent involvement fosters a welcoming culture. Another aspect of working with parents is advising them on a wide variety of problems. Through group activities the interested women/mothers (parents) are encouraged to become part of the work undertaken at school. These activities include information events with the police ("when am I legally culpable?") with the Berlin Young Men's initiative (Homosexuality) the youth welfare service (what work they do and what working areas do they cover?), the Job Centre (tasks and offers), the debt counsellors (mobile phone contracts etc.) and the adult education centre (language courses); excursions to Berlin sights and participation in school committees.</p>						
15	Products, if available	Elterncafé (run together with migrant mothers)						
16	Keywords (at least three, max. six)	<table border="0"> <tr> <td>1. Dropout prevention</td> <td>4. Disabled youngsters</td> </tr> <tr> <td>2. Integration</td> <td>5. Immigrant youngsters</td> </tr> <tr> <td>3. Social work</td> <td>6. ----</td> </tr> </table>	1. Dropout prevention	4. Disabled youngsters	2. Integration	5. Immigrant youngsters	3. Social work	6. ----
1. Dropout prevention	4. Disabled youngsters							
2. Integration	5. Immigrant youngsters							
3. Social work	6. ----							

1	Title, name	Centre for Youth and family (Centrum Jeugd en Gezin 's-Hertogenbosch)	
2	Kind of good practice	Method/Approach Coordinating different organizations	
3	Status	ongoing	
4	Period, duration	2008 -	
5	Date of description	01.05.2011	
6a	Contact person	Gerry Leijten	
6b	Contact organisation	Centre for Youth and Family	
6c	Address and telephone number	Vogelstraat 2 5212 VL 's-Hertogenbosch Hinthamerstraat 145 5211 MK 's-Hertogenbosch Telephone number: +31736404050	
7	Website	www.cjg-s-hertogenbosch.nl	
8	Contracting authority	Municipality	
9	What kind of financing/funding?	Ministry of Health, Welfare and Sport; partly financed by the Province of Noord Brabant and the Municipality of 's-Hertogenbosch	
10	If European funded name the programme...	-----	
11	Partners	Youth health organisation (Vivent and GGD), Social Work (Juvans), Welfare Institution (Divers) and Education (Passage)	
12	Location (local, regional, national, European level)?	Locally organised, in The Netherlands a lot of Centres are operational (every municipality has to have a Centrum Jeugd en Gezin in 2011). The Netherlands even had a national minister of Youth and Family, though not anymore in the present national government (2011).	
13	Target group (gender etc.)	Everyone with questions about raising children and/or growing up.	
14	Description (max. 2500 char.)	The Centre for Youth and Family (Centrum Jeugd en Gezin) is an umbrella organization in which all organizations who work with children, youth or families are represented. The organization tries to create links between the different institutions. At the Centre for Youth and Family everybody can come and seek advice about raising children and growing up. The benefits are: more efficiency, more clarity for target groups and more uniformity. The sub-projects are: neighbourhood protection plans, complex care for families, care constructions in schools, Triple P (Positive Parenting Programme) and Zorg voor Jeugd (a web-based computer program which leads to more links between professionals).	
15	Products, if available	Description of the concept	
16	Keywords (at least three, max. six)	1. Stakeholder cooperation 2. Social work 3. Policy	4. Early schoolleaving / dropout 5. Job orientation/Career guidance 6. Dropout prevention

1	Title, name	Flex SBS						
2	Kind of good practice	Intervention						
3	Status	ongoing						
4	Period, duration	01.01.2010-31.12.2011						
5	Date of description	01.08.2011						
6a	Contact person	Ulrike Barsch						
6b	Contact organisation	tandem BQG						
6c	Adress and telephone number	Bülowstr. 90, 10783 Berlin, 44336042						
7	Website	www.tandembqg.de						
8	Contracting authority	Bezirksamt Neukölln						
9	What kind of financing/funding?	(lokal)public funding						
10	If European funded name the programme...	----						
11	Partners	Karlsgarten Schule, Karlsgartenstr. 7, 12049 Berlin						
12	Location (local, regional, national, European level)?	lokal						
13	Target group (gender etc.)	pupils, primary school,						
14	Description (max. 2500 char.)	<p>Since 2010 Project Flex SBS has been offered by Tandem BQG for primary school students whose school career is at risk. The project is aimed at school students and their families who need intensive support in order to get through school. The aim is to prevent truancy as early as possible, to stop the development of discriminatory behaviour and to guard against the need later in life for more intensive and long-term educational support. The project SBS makes it possible to intervene where necessary. In a simplified approval procedure support strategies put into place alongside the youth welfare office can be offered to eight pupils at the Karlsgarten Primary School and their families. These custom-made strategies include in-depth work with parents and educational help services specific to each pupil.</p> <p>After the analysis of the situation with parents, teachers and the youth welfare services, the intervention can be carried out through individually tutoring the pupil and/or in small group work. At the same time the family can be advised and supported through the process. Often the residence status, accommodation and living and/or financial problems of the student need to be resolved. Educational problems can be discussed and a "daily structure plan" can be worked on which will then allow regular school attendance.</p> <p>A social worker at the Karlsgarten Primary School carries out both the individual competence-orientated work with students, where he or she must know about their personal environment and circumstances and also manages the parental involvement and the interdisciplinary cooperation. They carry out this work on a daily basis from 8:00 to 14:00 on school premises. Every week, discussion meetings are offered to parents and teachers. Individual appointments can also be arranged during school holidays.</p> <p>To ensure that the social worker has a presence at the school, he or she is in constant contact with the children in the project. Thereby, he or she is able to observe their everyday behaviour and interaction with other students or by sitting in on classes. He or she gets direct feedback from teachers about positive development or further problem areas or skipping school. Changes in the students' behaviour and their attitude to learning in their day-to-day lives become immediately apparent and the interventions carried out through the close teamwork of school, youth welfare centre and other support systems can be readjusted appropriately.</p>						
15	Products, if available							
16	Keywords (at least three, max. six)	<table border="0"> <tr> <td>1. Early school leaving / dropout</td> <td>4. Immigrant youngsters</td> </tr> <tr> <td>2. Dropout prevention</td> <td>5. Integration</td> </tr> <tr> <td>3. Social work</td> <td>6. ----</td> </tr> </table>	1. Early school leaving / dropout	4. Immigrant youngsters	2. Dropout prevention	5. Integration	3. Social work	6. ----
1. Early school leaving / dropout	4. Immigrant youngsters							
2. Dropout prevention	5. Integration							
3. Social work	6. ----							

1	Title, name	TOM (Traject op maat)						
2	Kind of good practice	Method/Approach Project Intervention						
3	Status	in use						
4	Period, duration	2007 -						
5	Date of description	22.07.2011						
6a	Contact person	Tom Peer						
6b	Contact organisation	TOM (Gemeente 's-Hertogenbosch)						
6c	Address and telephone number	Parallelweg 21, 5223 AL 's-Hertogenbosch Telephone number: +31621704752 E-mail: tom@tomdenbosch.nl						
7	Website	www.tomdenbosch.nl						
8	Contracting authority	Municipality 's-Hertogenbosch						
9	What kind of financing/funding?	Local Government						
10	If European funded name the programme...	-----						
11	Partners	Municipality: Department Youth and Education, department Labour market and social affairs. Labouroffice (UWV), Koning Willem 1 College (VET-school) and Divers (welfare-organization)						
12	Location (local, regional, national, European level)?	TOM is local organised, but gets students out of a bigger region.						
13	Target group (gender etc.)	Participants live in the region of 's-Hertogenbosch, do not attend school, are aged between 18 and 23 years old, do not have a start qualification (under NVQ level 2 and no secondary-school qualification of HAVO/VWO) and do not have a job or social allowance.						
14	Description (max. 2500 char.)	<p>The TOM-coach works together with the participant to find out what he or she would like to do. Given that the participant did not finish school, it is important to work out whether going back to school is a sensible option. So the student might go back to school, or find a job or go back to school and combine their studies with a part-time job.</p> <p>Everyone has his or her own background, profile, capabilities. To take this into account the participants all follow an individual program, that's why the project is called TOM (Traject op maat, in english a tailor-made program). Some youngsters are helped by making the right career choice or the choice for their further education. Some youngsters are trained in how to apply for a (new) job. Others get extra lessons in arithmetic or Dutch language. Youngsters are trained in how to live their daily lives, sometimes there will be extra support from organisations like Maatschappelijk Werk (Social Work).</p> <p>When it is clear what kind of job one would like to have in future, the TOM-coach helps the youngsters to find work experience in order to see if this is a career choice that they should focus on.</p> <p>The TOM-coach acts as a case manager and keeps an eye on the progress of the individual. After succesfully finishing the TOM-programme and the next step has been made to school or work, then the coach will still follow the progress of the student during the first half year after leaving TOM.</p> <p>The TOM-project is voluntary, but is not without responsibility. The youngsters have to make the best of it to make good choices and benefit for the arrangements made for them with the case manager.</p>						
15	Products, if available	Description of the concept						
16	Keywords (at least three, max. six)	<table border="0"> <tr> <td>1. Job orientation/Career guidance</td> <td>4. Re-integration (to school or work)</td> </tr> <tr> <td>2. Early schoolleaving / dropout</td> <td>5. Stakeholder cooperation</td> </tr> <tr> <td>3. Social work</td> <td>6. ----</td> </tr> </table>	1. Job orientation/Career guidance	4. Re-integration (to school or work)	2. Early schoolleaving / dropout	5. Stakeholder cooperation	3. Social work	6. ----
1. Job orientation/Career guidance	4. Re-integration (to school or work)							
2. Early schoolleaving / dropout	5. Stakeholder cooperation							
3. Social work	6. ----							

1	Title, name	Productive Learning at Liebig-School (Produktives Lernen an der Liebig Schule)						
2	Kind of good practice	Method/Approach						
3	Status	ongoing						
4	Period, duration	since schoolyear 2009/10, ongoing						
5	Date of description	01.04.2011						
6a	Contact person	HerrZimmermann, Herr Fischer						
6b	Contact organisation	Liebig-Schule (incorporated secondary school)						
6c	Adress and telephone number	Efeweg 24, 12357 Berlin, tel. 030 / 666 90 40						
7	Website	www.liebig-schule.cidsnet.de www.iple.de						
8	Contracting authority	Senatsverwaltung Bildung, Wissenschaft & Forschung						
9	What kind of financing/funding?	Public (by regional government)						
10	If European funded name the programme...	-----						
11	Partners	Institut für produktives Lernen (IPLE)						
12	Location (local, regional, national, European level)?	regional						
13	Target group (gender etc.)							
14	Description (max. 2500 char.)	<p>Productive learning is a form of education in which the individual practical activities chosen by the learner come to the forefront of the learning process. The basis for this is the concept developed from the IPLE for "productive learning". The IPLE also provides an advisor who supervises the implementation at the school.</p> <p>The PL-pupils work for three days a week in a workplace which they choose themselves, for example, in a carpenter's, in a greengrocer's, in a hospital, in a roofer's or another practical workplace. Together with the instructors the young people put together individual learning plans. On the other two days the students attend school where they exchange the practical experience they have gained with other students and together work through the practical work they have done.</p> <p>PL-pupils learn, above all, from the experiences which they have gained during their practical placements.</p> <p>A schoolyear consists of three trimesters. After each trimester the practical placement changes.</p> <p>The offer of "productive learning" is aimed at pupils from year 9 upwards (age 14/15) who have attracted attention due to truancy, behaviour which demonstrates a lack of interest in school and/or those who have lost the motivation to learn.</p> <p>Through the "productive learning" programme all students can achieve their school-leaving qualifications at the end of their compulsory secondary school education (age 16).</p>						
15	Products, if available							
16	Keywords (at least three, max. six)	<table border="0"> <tr> <td>1. Early school leaving / dropout</td> <td>4. Job orientation/Career guidance</td> </tr> <tr> <td>2. Dropout prevention</td> <td>5. ----</td> </tr> <tr> <td>3. Re-integration (to school or work)</td> <td>6. ----</td> </tr> </table>	1. Early school leaving / dropout	4. Job orientation/Career guidance	2. Dropout prevention	5. ----	3. Re-integration (to school or work)	6. ----
1. Early school leaving / dropout	4. Job orientation/Career guidance							
2. Dropout prevention	5. ----							
3. Re-integration (to school or work)	6. ----							

1	Title, name	Young Professionals (YOP)						
2	Kind of good practice	Method/Approach Coordinating different organizations						
3	Status	in use						
4	Period, duration	2005 -						
5	Date of description	21.07.2011						
6a	Contact person	Wil Bierens						
6b	Contact organisation	Samenwerkingsverband de Meijerij						
6c	Address and telephone number	Hervensebaan 9, 5232 JL 's-Hertogenbosch Telephone number: +31736112206 E-mail: administratie@de-meijerij.nl						
7	Website	www.de-meijerij.nl						
8	Contracting authority	Cooperation of 21 schools in the region of 's-Hertogenbosch						
9	What kind of financing/funding?	Ministry of Education						
10	If European funded name the programme...	-----						
11	Partners	Schools for primary education, secondary education and special education. Other partners are Centre for youth and family, local government and provincial government.						
12	Location (local, regional, national, European level)?	YOP is local organised, but gets students of a bigger region.						
13	Target group (gender etc.)	YOP-students are a minimum of 15 years of age, they are capable of achieving a level 1 education at Vocational Educational Training (VET-school) and they drop out or threaten to drop out because they are not suited to regular education.						
14	Description (max. 2500 char.)	<p>The YOP-project is a common school project for lower secondary professional education in 's-Hertogenbosch and the surrounding region. It provides an opportunity for students who have dropped out of regular education. All students who qualify for the YOP-project receive an individual programme and are accompanied by case managers and teachers. School social workers and an accredited committee member participate in the project. If necessary the expertise of external organisations is used. Every student is assigned to a case manager. The assigned case manager accompanies the students through the whole process.</p> <p>The process consists of the following stages:</p> <ul style="list-style-type: none"> - Intake and diagnosis - Drawing up a plan together with the student - Implementation of the plan - Follow-up support <p>During the intake- and diagnosis stage the case manager examines what the student wants and what s/he needs and how s/he can achieve their ultimate goal. This is achieved through one-on-one conversations, through tests about career choice and by helping with school skills. During the implementation of the plan the student attends classes (part-time) and does training.</p> <p>From there YOP tries to find a learning/work agreement or contract.</p> <p>If a student is placed on a continued course the case managers remain in the picture to provide support if necessary and make sure that the process is completed successfully.</p>						
15	Products, if available	Description of the concept						
16	Keywords (at least three, max. six)	<table border="0"> <tr> <td>1. Job orientation/Career guidance</td> <td>4. Dropout prevention</td> </tr> <tr> <td>2. Early schoolleaving / dropout</td> <td>5. Stakeholder cooperation</td> </tr> <tr> <td>3. Social work</td> <td>6. ----</td> </tr> </table>	1. Job orientation/Career guidance	4. Dropout prevention	2. Early schoolleaving / dropout	5. Stakeholder cooperation	3. Social work	6. ----
1. Job orientation/Career guidance	4. Dropout prevention							
2. Early schoolleaving / dropout	5. Stakeholder cooperation							
3. Social work	6. ----							

1	Title, name	Practice class (Praxisklasse)						
2	Kind of good practice	Method/Approach						
3	Status	in use						
4	Period, duration	unlimited						
5	Date of description	27.06.2011						
6a	Contact person	Mrs. C. Raubach, Mr. H. Stegemann						
6b	Contact organisation	Röntgenschule						
6c	Adress and telephone number	Wildenbuchstrasse, Berlin; 030-290276415 , 030-29027640						
7	Website							
8	Contracting authority	Government						
9	What kind of financing/funding?	governmental						
10	If European funded name the programme...	-----						
11	Partners	CJD (Christliches Jugenddorfwerk Berlin)						
12	Location (local, regional, national, European level)?	local						
13	Target group (gender etc.)	Students 9th Grade						
14	Description (max. 2500 char.)	'Praxisklasse' (Practice class) is a programme for students who are disaffected with school learning in the 9th grade. Their weekly theoretical lessons are reduced in favour of practical apprenticeships in the areas tailoring, motorbike and motorcycle mechanics, hairdressing, painting, carpentry, cooking and metal work. In the framework of the Praxisklasse they achieve a simple school leaving qualification after two years and, at the same time, are able to focus on their career paths. The practical approach to learning helps motivate the students and improves how easily they experience the transition to the job market or further training.						
15	Products, if available							
16	Keywords (at least three, max. six)	<table border="0"> <tr> <td>1. Dropout prevention</td> <td>4. Social work</td> </tr> <tr> <td>2. Early school leaving / dropout</td> <td>5. Immigrant youngsters</td> </tr> <tr> <td>3. Job orientation/Career guidance</td> <td>6. Integration</td> </tr> </table>	1. Dropout prevention	4. Social work	2. Early school leaving / dropout	5. Immigrant youngsters	3. Job orientation/Career guidance	6. Integration
1. Dropout prevention	4. Social work							
2. Early school leaving / dropout	5. Immigrant youngsters							
3. Job orientation/Career guidance	6. Integration							

1	Title, name	Training room (Trainingsraum-Programm)						
2	Kind of good practice	Method/Approach						
3	Status	ongoing						
4	Period, duration	since schoolyear 2008/2009, ongoing						
5	Date of description	01.07.2011						
6a	Contact person	Mr. Detlef Pawollek						
6b	Contact organisation	Röntgen-Schule						
6c	Adress and telephone number	Wildenbuchstrasse, Berlin; 030-290276415						
7	Website							
8	Contracting authority	Senatsverwaltung Bildung, Wissenschaft & Forschung						
9	What kind of financing/funding?	School budget						
10	If European funded name the programme...	----						
11	Partners							
12	Location (local, regional, national, European level)?	local						
13	Target group (gender etc.)	Pupils						
14	Description (max. 2500 char.)	<p>The approach is based on Dr. Stefan Balke (Das Trainingsraumprogramm, Bielefeld 2001). That approach states a conflict of goals between the teacher and a pupil whenever he/she ignores the goals of a group (class) and disturbs the lesson. A solution of such conflicts is only possible with mutual respect of all participants (teacher, pupils). There are some basic rules. For example: every school student has the right to learn undisturbed. If a pupil disturbs the lesson he/she has the choose to stay in the classroom (and following the basic rules) or to go into the training room. The procedure is clear and always the same: admonition in the classroom, recorded comment, move out to the traing room (in case of repeated disturbances).</p> <p>At the training room the pupil has to reflect his/her own behaviour and to work on a plan to go back to the classroom (including proposals about changing that behaviour). A teacher at the training room supports the pupil. After that an interview between classroom teacher and student will happen and the pupil is allowed to come back to the classroom. If the pupil disturbs in the training room he/she will be sent home. For coming back into the school an interview with him/her and the parents is necessary</p> <p>In the case of recurring troubles an interview with the school director or a school conference will take place.</p>						
15	Products, if available	Manual						
16	Keywords (at least three, max. six)	<table border="0"> <tr> <td>1. Early school leaving / dropout</td> <td>4. School management</td> </tr> <tr> <td>2. Dropout prevention</td> <td>5. ----</td> </tr> <tr> <td>3. Re-integration (to school or work)</td> <td>6. ----</td> </tr> </table>	1. Early school leaving / dropout	4. School management	2. Dropout prevention	5. ----	3. Re-integration (to school or work)	6. ----
1. Early school leaving / dropout	4. School management							
2. Dropout prevention	5. ----							
3. Re-integration (to school or work)	6. ----							

1	Title, name	VSV (Early Schoolleaving) Manager	
2	Kind of good practice	Tool This digital instrument prevents students from dropping out when they transfer from pre-vocational education to secondary vocational education	
3	Status	implemented	
4	Period, duration	8 months	
5	Date of description	28.07.2011	
6a	Contact person	Reinoud van Uffelen	
6b	Contact organisation	Koning Willem 1 College, 's-Hertogenbosch, the Netherlands	
6c	Address and telephone number	Vlijmenseweg 2, +31 73 624 9 624	
7	Website	http://www.vsvmanager.nl	
8	Contracting authority	Ministry of Education	
9	What kind of financing/funding?	Government	
10	If European funded name the programme...	-----	
11	Partners	Schools for pre-vocational education and schools for senior secondary vocational education	
12	Location (local, regional, national, European level)?	regional	
13	Target group (gender etc.)	youngsters from 16 and over	
14	Description (max. 2500 char.)	Graduate students at schools for pre-vocational education list the choice of their next school (senior secondary vocational education) in a digital tool (VSV-manager). These students are not qualified yet and it is mandatory for them to get, at least, a level 2 qualification. By means of matching enrolments with the student's own statement in VSV-Manager a special task force sees to it that no one drops out during transfer from one school to another.	
15	Products, if available	digital tool VSV-Manager	
16	Keywords (at least three, max. six)	1. Early schoolleaving / dropout	4. ----
		2. Dropout prevention	5. ----
		3. School management	6. ----

1	Title, name	School station (Schulstation Karlsgarten Grundschule)	
2	Kind of good practice	Method/Approach Intervention when necessary	
3	Status	ongoing	
4	Period, duration	since 01.08.2002	
5	Date of description	01.08.2011	
6a	Contact person	Sabine Kleinert	
6b	Contact organisation	tandem BQG	
6c	Adress and telephone number	Bülowstr. 90, 10783 Berlin, 44336042	
7	Website	www.tandembqg.de	
8	Contracting authority	Bezirksamt Neukölln	
9	What kind of financing/funding?	(local)public funding	
10	If European funded name the programme...	----	
11	Partners	Karlsgarten Schule, Karlsgartenstr. 7, 12049 Berlin	
12	Location (local, regional, national, European level)?	lokal	
13	Target group (gender etc.)	pupils, primary school,	
14	Description (max. 2500 char.)	<p>The "school station" at Karlsgarten Primary School is one of 19 school stations run by Tandem BQG. 98% of children at the Karlsgarten primary school have a migrant background.</p> <p>Two social workers are always on site at the school station. As an accessible drop-in centre on the school premises the school station offers an open-door help and advisory service for students, parents and teachers. The aim of the school station is to offer help on current problems, to promote the integration of the students, to break down discrimination and to prevent possibly truancy and violence at the school from an early stage.</p> <p>The two workers at the school station:</p> <ul style="list-style-type: none"> - advise children, teachers and parents on problems - offer assistance for individual problems - carry out social training with individual children, small groups and classes - offer open social-pedagogic solution strategies - training of mediators for conflict situations - intervening in crises and conflicts and when the well-being of the child is at risk - parent support work and "parent café" <p>The school station works closely together with special services and other regional cooperation partners, acting as a bridge within the help and support network.</p> <p>After nearly 9 years of school social work at the Karlsgarten primary school the concept of the school station has proved itself effective. As well as through the social work solution strategies the life at the school has been enriched though the different perspective that social work offers on the situations, problems and abilities of parents and pupils.</p>	
15	Products, if available		
16	Keywords (at least three, max. six)	1. Early school leaving / dropout 2. Dropout prevention 3. Social work	4. Immigrant youngsters 5. Integration 6. ----

1	Title, name	Mind your future: don't drop out without a diploma (Toekomstloket)						
2	Kind of good practice	Intervention This institution tries to prevent students to leave school without having, at least, a level 2 diploma by motivating them and helping them to find another training course or a combination of work and education.						
3	Status	in use						
4	Period, duration	2 weeks						
5	Date of description	28.07.2011						
6a	Contact person	Marianne Gevers						
6b	Contact organisation	Koning Willem I College, 's-Hertogenbosch, the Netherlands						
6c	Address and telephone number	Vlijmenseweg 2, +31 73 624 9 624						
7	Website	http://www.kw1c.nl						
8	Contracting authority	Ministry of Education						
9	What kind of financing/funding?	Government						
10	If European funded name the programme...	-----						
11	Partners	Local and regional authorities and schools						
12	Location (local, regional, national, European level)?	local/regional						
13	Target group (gender etc.)	youngsters 18 and over						
14	Description (max. 2500 char.)	When a student wants to leave school without at least a level 2 diploma, he/she is directed to "Toekomstloket". Talks take place with the student and with the help of local authority partners (municipality, shelter organisations dealing with work and education) and school advisors he/she is strongly advised not to leave school, but to enrol in another course or to combine work with education in order to pass a level 2 qualification.						
15	Products, if available							
16	Keywords (at least three, max. six)	<table border="0"> <tr> <td>1. Early school leaving / dropout</td> <td>4. ----</td> </tr> <tr> <td>2. Dropout prevention</td> <td>5. ----</td> </tr> <tr> <td>3. Job orientation/Career guidance</td> <td>6. ----</td> </tr> </table>	1. Early school leaving / dropout	4. ----	2. Dropout prevention	5. ----	3. Job orientation/Career guidance	6. ----
1. Early school leaving / dropout	4. ----							
2. Dropout prevention	5. ----							
3. Job orientation/Career guidance	6. ----							

1	Title, name	Neighbourhood project management (Quartiersmanagement Schillerkiez)	
2	Kind of good practice	Project	
3	Status	ongoing	
4	Period, duration	since 1999, ongoing	
5	Date of description	24.06.2011	
6a	Contact person	Mrs. Kerstin Schmiedeknecht	
6b	Contact organisation	BSG Brandenburgische Stadterneuerungsgesellschaft mbH	
6c	Address and telephone number	Schillerpromenade 10, 12049 Berlin, 030 6211602	
7	Website	www.schillerpromenade-quartier.de	
8	Contracting authority	Senatsverwaltung für Stadtentwicklung	
9	What kind of financing/funding?	public funding (regional and European)	
10	If European funded name the programme...	European Social Funds European Regional Development Funds	
11	Partners	Bezirk Berlin-Neukölln	
12	Location (local, regional, national, European level)?	regional	
13	Target group (gender etc.)	Neighbourhood inhabitants, projects	
14	Description (max. 2500 char.)	<p>The neighbourhood project management was introduced in Berlin in 1999 as a model method for improving the stability and quality of life in neighbourhoods in "areas with particular need for development".</p> <p>Areas were seen as having a particular need for development if they showed problems such as high unemployment and high numbers of social benefit claimants, poorly-functioning communities, a lack of integration by some members of the community and/or symptoms of neglect of public space and property.</p> <p>A matter of particular concern in the Schillerkiez is to encourage the population to work together for their community. For all those who live or work in a neighbourhood there are many possibilities for getting involved in the neighbourhood's development. In committee meetings, suggestions for how to focus efforts or concrete project ideas can be voted on. Should you have any ideas or suggestions for the improvement of your neighbourhood, we would be happy to hear them. The main task of the neighbourhood project management is to promote projects which improve the quality of life in neighbourhoods so that they can be lived in and enjoyed by all groups of society. To this end, the areas education, school and integration have an important role to play..</p>	
15	Products, if available		
16	Keywords (at least three, max. six)	1. Stakeholder cooperation 2. Integration 3. Social work	4. Immigrant youngsters 5. Early school leaving / dropout 6. Policy

1	Title, name	Broad school (Brede Bossche Scholen)
2	Kind of good practice	Method/Approach
3	Status	ongoing
4	Period, duration	2001 - 2015
5	Date of description	21.07.2011
6a	Contact person	Marcel Rovers
6b	Contact organisation	Gemeente 's-Hertogenbosch (municipality)
6c	Address and telephone number	Postbus 12345, 5200 GZ 's-Hertogenbosch Telephone: +31736159740, E-mail: marcel.rovers@s-hertogenbosch.nl
7	Website	www.s-hertogenbosch.nl
8	Contracting authority	Gemeente 's-Hertogenbosch (municipality)
9	What kind of financing/funding?	Local government
10	If European funded name the programme...	----
11	Partners	Gemeente 's-Hertogenbosch (municipality), Welzijnsonderneming Divers (social work) Stichting Signum (education), Openbare Bibliotheek 's-Hertogenbosch (public library), De Muzerije, Centrum voor Kunstzinnige Vorming en Kunsteducatie (culture), Juvans Maatschappelijk werk en dienstverlening (social work), GGD Hart Voor Brabant (health), 'S-Port (sports), Koning Willem I College (vocational training), Stichting Steunpunt Opvoeding 's-Hertogenbosch e.o. (advisory), Kanteel Kinderopvang (child care), Vivent Thuiszorg (health), Stichting Gilde 's-Hertogenbosch e.o. (volunteers), Stichting Buurt Accommodaties Boschveld (community facilities), Oecumenische Stichting Missionair Diaconaal Buurtwerk 's-Hertogenbosch (social work), Sociaal Cultureel Centrum De Helftheuvel (community facilities), Vereniging Algemeen Toegankelijk Onderwijs (ATO) in 's-Hertogenbosch e.o. (education), Stichting voor Primair Onderwijs op Islamitische Grondslag in Midden- en Oost-Nederland (education), Kinderdagverblijf Het Sprookjesbos (child care), De Leyestroom (education), Woningbouwcorporatie Brabant Wonen (housing company), Woningbouwcorporatie Zayaz (housing company), SCC De Zuiderster (community facilities), Het Computerhuis (computer repair and education)
12	Location (local, regional, national, European level)?	local level: seven town districts
13	Target group (gender etc.)	primarily: children 0-12 years old, but also the whole neighbourhood
14	Description (max. 2500 char.)	Community school approach of 25 organisations (education, care, health, sports etc) to co-operate on all levels: town management, local management, floor, aiming at a common practice to develop talents of children and to improve their neighbourhood in deprived areas of 's-Hertogenbosch. The primary school is the center of the community school, a balanced development of children in deprived areas however needs close cooperation with all institutions who deal with children and their surroundings. Preferably they work together in one building (this is what we aim for), with a common policy, a local manager and a proper additional budget to carry out cooperation programs. Basically the organisations have their own core business, responsibilities and budgets, but they should work within common set goals and feel shared responsibilities towards the target groups.
15	Products, if available	Policy papers, leaflets, news bulletins, project plans and reports, a jubilee book describing 10 years of Brede Bossche Scholen (all in Dutch); powerpoint presentations in Dutch, German, English
16	Keywords (at least three, max. six)	1. Stakeholder cooperation 4. Dropout prevention 2. Social work 5. ---- 3. Integration 6. ----



What's coming next? DROPSplus?!

In the DROPS project a “toolbox” had been developed by the end of the project running time. The examples of good practice for the prevention of early school-leaving (projects, approaches, methods, agencies) were methodically put together. Taking these results as a starting point a follow-up project will expand on the work done so far in the framework of a multilateral project. Considerations up until this point are based on the assumption that the results in DROPS cannot yet deliver any definite solution strategies or answers, but that they do offer a good basis for further project development.

Starting point:

Across Europe, the aim to significantly lower the dropout rate has been the top priority in educational politics for years. There is, however, still no practice-orientated strategy in place and the aim to reduce the 2010 dropout rate by 10% was not achieved. This aim has now been postponed to 2020.

In the last two years a lively and practical exchange of experiences between Dutch and German partners has begun in order to discuss possible approaches to solving the problem in both regions.

Despite the considerable insights gained by both sides it is clear at this stage that recommendations on how to continue can only be made up until a certain point. A successful evaluation should show the direction of a follow-up project. A number of projects, methods, approaches and concepts have been recorded. It is, however, clear that this information will be limited if the scope of the project is not widened to include more partners from more countries and deepened through further development of a complete toolbox.

A few questions about further development:

1. Where is there room for further development?
2. What is the situation in other countries?
3. How can new insights, gained from the practical experience so far, be summarised, adapted to new situations and further developed?
4. What kind of materials can be developed?



In memory of Henk Schenkelaars

On the 10th of September 2010 we lost a man who was inspirational to the DROPS Project. His name was Henk Schenkelaars. He was a teacher at Hervion College in 's-Hertogenbosch and was very active in the design and planning of our exchange.

Henk loved European work, for him it added an extra dimension to his daily work at Hervion College. He was very creative, his biggest hobby was music and he conducted in brass bands. At school, he stood out through this creativity and passion for music with which he succeeded in forming strong bonds with the students. He was a fantastic motivator of young people and prepared them for their future lives. He had a great sense of humour, was an innovative thinker, he was organised, dedicated, creative and imaginative.

It was his warm-hearted nature and commitment to young people as well as his enthusiasm for European cooperation which lives on in our own work.

The DROPS Project has been recognised as achieving good practice on a European level, a big compliment for us, but we would like to thank Henk Schenkelaars for his contribution.

Henk, we will never forget you!



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