Strategic partnership of educational and vocational training Erasmus +
Cooperation for innovation and exchange of good practices

Project TICS – Social and educational utilisation of ICT to address the issue of drop-out from the education system

Social and educational utilisation of information and communication technologies

Global report (short version)

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Content

INTRODUCTION

The main aim of this document is to describe the use of information and communication technologies in the social-educational process in TICS project partner ´s countries.

In the first chapter the report describes the relationship between the education system, the compulsory education and the drop-out situation in every country involved to project, and also the reasons for dropping-out of education of young people before the qualifications.

The second chapter contains the identification of main subjects which are locally involved in the prevention against dropping-out from education and/or in the returning of the drop-outs to the preparation for their future employment or to the labour market and their mutual cooperation.

In the third chapter we provide the picture of the use of information and communication tools in the organizations presented in the second chapter.

The ICT competences of workers in the area of education or integration are analyzed in the fourth chapter.

The fifth chapter presents good practices and in the end we provide the recommendations for the use of information and findings described in the national report for the further use in the intellectual productions of the TICS project.

The implementation of the project involved following partners:
- Corse Institut de Formation et Recherche en Travail Social (France), Project coordinator;
- Civiform Società Cooperativa Sociale (Italy);
- Le Centre d'Information et d'Education Populaire (Belgium);
- Instituto de Soldadura e Qualidade (Portugal);
- ITG CONSEIL (France);
- Quarter Mediation (Netherlands);
- Agentúra RRI, s.r.o. (Slovakia).

Under the proposed methodology, partners should undertake a mapping exercise on this issue in their country and the actors involved in the prevention and reintegration of displaced young people get 30 completed questionnaires.

The French, Italian and Slovak partners used their national report. The Portuguese and Belgian partners split their reports in two separate documents (survey-field analysis of questionnaires). The Dutch partner applied the questionnaire to representatives of different organisations in the Netherlands involved in fighting early school leaving and/or in projects focused on this issue, either as authorities, schools or other stakeholders having a connection with the phenomenon of early school leaving. By processing all these documents, the Slovak partner made the global report.

1 BACKGROUND INFORMATION ABOUT THE SITUATION IN THE COUNTRY
- education system and compulsory education
- drop-out situation
- relationship between education system and drop-out situation
- reasons for dropping-out

The right to education is guaranteed in the partner countries by the law. The school attendance is compulsory in all partner countries. The duration of compulsory school attendance as well as the children age of school enrolment are various. In France, Belgium, Italy, Portugal and in Slovakia children are admitted to the primary school at the age of 6, in the Netherlands it is the age of 5. The compulsory school attendance of 10 year duration is in France, Italy and in Slovakia, while in Belgium, Netherlands and Portugal it lasts 12 years. No one can be exempt of the compulsory school attendance. Parents or legal representatives of a child are held responsible for the fulfilment of school attendance. After the completion of compulsory education, students can leave the school even if they have not acquired any qualifications.

The national governements have the exclusively legislative competence regarding the "general education norms", the definition of main levels of performance that shall be guaranteed on the national level and basic principles that shall be observed by the regions. The regions have competitive legislative authority in the education and vocational training. The schools are autonomous in education, organization, research, experimentation and development.

The education systems are different too, although the French, the Belgian and the Italian are partially similar. The compulsory school attendance covers the attending of:

- primary school, which lasts 5 years in France and Italy, 6 years in Belgium, 6 years in the Netherlands, 9 years in Portugal and it is divided into three levels and in Slovakia it lasts 9 years and it is divided into two levels;
- lower secondary school, which lasts 4 years in France, 3 years in Italy, 6 years in Belgium and 4 years in the Netherlands
- upper secondary school which lasts 4 years in France, in Italy 3-4-5 years according to the type of chosen school and 2 years in the Netherlands

The secondary education is not compulsory to the full extent. At the age of 16, students in France, Italy, and in Slovakia can legally leave the school, although they have not acquired qualifications. Also in Belgium the school attendance is full-time compulsory until 16 years, after that it is part-time.

The structure of secondary and tertiary education in France:

Secondary Education: Second level of Secondary school (the last two years before a Baccalauréat/ the last year for some vocational training):

- ✓ Lycée – (high school – Baccalauréat S=scientific branch; Baccalauréat ES = economic branch ; Baccalauréat= literary branch)
- ✓ Lycée technologique – (technological high school)

- ✓ Lycée professionnel – (vocational training : CAP-Certificate of Professional Skills or a BEP – Brevet d'Études Professionnelles)

- Tertiary Education:
  Cycles:
  - ✓ DUT (a special professional diploma delivered after 2 years in Instituts Universitaires de Technologie (IUT)
  - ✓ Bachelor study (Baccalauréat +3 years)

  Postgraduate cycle:
  - ✓ Master study I and II (Baccalauréat + 4 and +5 years of study);
  - ✓ Doctorate study (Baccalauréat + 8 years – Ph.D).

The structure of secondary and higher education in Italy:
After graduation of upper secondary school, students can choose post-secondary vocational education and training or high technical education or higher education which are attended by students above 18 years.

Once accomplished compulsory schooling, pupils who do not continue their studies, receive a certification attesting compulsory education fulfilment and acquired competences (EQF level 2), while the access to university is reserved for students who passed the state exam at the end of upper secondary school (EQF level 4). On the other hand, vocational qualification (EQF level 3) and diploma (EQF level 4) allow access to regional second level vocational training and to higher technical and training. On the other hand, vocational qualification (EQF level 3) and diploma (EQF level 4) allow access to regional second level vocational training and to higher technical training and education.

The structure of secondary education in Belgium:
Secondary education – lasts 6 years and is divided into three levels. After completion of the first level it is possible to choose the transitional section (where general humanities and technologies are studied) or the qualification section (where professional humanities and sciences are studied), in which students continue in the second and the third level. The transitional section is mainly the preparation for the college and university study and the qualification section prepares students for entering the labour market.

A youngster who is subject to the part-time compulsory school attendance can continue the full-time school attendance or direct at other sectors:

- alternating secondary education (Alternating Education and Training Centres = CEFA - Centre d'Éducation et de Formation en Alternance) or
- education recognized by the French Community as the guarantor of fulfilment of requirements of compulsory school attendance. This education contains general education, including the social and personal one, and the preparation for the performance of a profession. A contract has to be made on a paid internship with the company, in addition to the theoretical learning. This education is realized in the Alternating Education and Training Centres.

The structure of secondary and higher education in Portugal:
Those who complete basic education have access to secondary education. The secondary education lasts three years, it is compulsory (10th, 11th and 12th year) and is organized in different ways, which contemplate the existence of courses mainly geared to working life or further studies, containing all the technical sense of training components, technology of Portuguese language and culture appropriated to several training courses nature.

The Portuguese higher education includes university and polytechnic education. Access to higher education, is to all those who fulfil requirements set out in application rules. In Portugal there are several higher education institutions.

Education in the Netherlands:
The Dutch programme for the reduction of early school leaving is based on certain key principles and areas of actions. The programme involves the government, the municipalities and the schools working together. In this respect, four-year agreements are signed between the Ministry of Education and regions, which stipulate the progress each region is expected to make in reducing ESL within a specified timeframe.

In the Netherlands, a special unit within the Ministry of Education manages the National Programme for Reducing Early School Leaving. Six 'account managers' have been assigned responsibility for Early School Leaving across a number of regions. They negotiate agreements with the regional representatives, monitor progress and also provide assistance and support for their regional, local and school level actors.

Moreover, in the Netherlands, each student has a unique reference number and keeps this number throughout his/her educational career regardless of any change in school, municipality or region. This system makes possible to track the progression of all pupils. A nation-wide system administers the 'unique reference number'. The Basic Record Database for Education (BRON) records all pupils and it is the same as the one used for school financing. Early school leavers data can be linked to socio-economic data for each region, city and neighbourhood. Aggregate data is available at national, regional and local levels and for each individual school and training institution.

The structure of secondary and higher education in Slovakia:
In the Slovak Republic there are the following types of secondary schools:

- Secondary vocational schools and united secondary schools, which provide vocational programs. The study takes two years (restricted number of programs), three or four years. The three-year study for particular programs is completed by the final exams after which a student receives the vocational certificate. The four-year programs are completed by the graduation exam.
- Secondary schools provide the study in four or five year duration and are oriented at some profession. The study is completed by the graduation exam.
- Grammar schools in Slovakia provide the four-year study (if a student applies for the grammar school admission process after 9th year of primary school), or the eight-year study (if a student applies for the grammar school admission process after 4th year of primary school). The grammar school provides the general education, after the completion of which, students

mostly continue in the study at a college.

After the completion of secondary school or grammar school study and passing the graduation exam the education system in Slovakia provides the possibility to study at universities that provide the academic education of the first level (bachelor's degree) and the second level (master degree). The academic study in the bachelor's degree takes 3 years, the master degree 2 or 3 years.

The third level of university study in Slovakia is the doctoral study, the graduate obtains the academic title PhD. after successful graduation.

Dropping-out from the education system situation

The EU measures dropping-out from the education system by the rate of young people at the age from 18 to 24 years who only completed the lower secondary education or even lower and they are not enrolled in education nor training anymore. The dropping-out can be of several forms. It includes students leaving the school before completion of compulsory school attendance, those who completed the compulsory school attendance but did not acquire upper secondary school qualifications, and those who attended post-secondary pre-professional and vocational training but did not acquire the qualifications.

Situation in the partnership countries:

France: the last data since December 2015 have shown that the ESL rate (9% - source Insee inquiry, DEPP calculations) is 1 point below the Europe 2020 Strategy target (10%) and 2 points below the European average (11%).

According to INSEE, 12.8% of the whole population aged 18-24 years old did not achieve any qualifications. Up to 56.7% of dropouts are of age of 16-18 years. Dropouts are more numerous among boys than among girls (for every 100 girls who drop out there are 150 boys).

Italy is a country with a still high dropout rate; every year some progresses are recorded, but Italy is still considered not efficient enough to reach general objectives of the Europe 2020 strategy. The national objective is to go under 16% by 2020, and currently it has been already reached: the Italian rate has in fact decreased from 17.3% in 2012 to about 15% in 2014.

It is important to underline the gender differences, since in Italy in 2014 the rate of male leavers (17. 7%) was quite higher than of female leavers (12.2%).

Belgium: In 2014 the rate of young people at the age from 18 to 24 years, the education of which did not exceed the lower secondary education and who did not continue the study nor the vocational education was 9.8%. Belgium has stated the objective of the rate of 9.5 % until 2020.

Portugal: Although Portugal, in the last twenty-five years (as can be seen in table below), had played a very pronounced educational progress, the population continues to characterise themselves by considerably lower rates enrolment and formal professional qualification when compared with other countries in Europe (17.4% in 2014 and 13.7 % in 2015).

According to Eurostat, Portugal was the country that most reduced this indicator, and the 17.4 % of last year are less than half the 38.5 % in 2006, and the next goal is the early school leaving reduction to a maximum of 10%, near the EU average (11.1%).

In general, there are more boys than girls dropping their studies, and last year, the ratio in Portugal was 20.7 % compared to 14.1% (the European average is 12.7 % men and 9.5 % of women).

Netherlands: As concluded by the Eurostat, the rate of early school leaving in the Netherlands is 8.8% and the country goal is to reach the rate of 8% until 2020. Nevertheless, in some regions in the Netherlands (e.g. Drenthe) the average of early school leaving is less than 1.5%.

Slovakia: The indicators of the dropping-out rate are lower in the Slovak Republic than the average in the EU countries. In the past years the level of drop-out has been around 6 % and has been increasing slightly. According to the data available the rate of drop-out from the education system in the territories surveyed by us is lower than the national average. The drop-out rate of particular addressed schools was ranging from 0% to 3 %. The aim of the EU is to reduce the ESL rate to below 10% in average until 2020.

In the following table we provide the overview of dropping-out based on the Eurostat statistics (in %), during years 2005 – 2014, not only in Slovakia, but also in the partnership countries of the TICS project and in Croatia, which shows the best rate and in Spain which has the least favourable rate.

The development of drop-out rate in the last 10 years:

Country/year	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Croatia	5.1	4.7	4.5	4.4	5.2	5.5	5.0	5.1	4.5	2.7
Belgium	12.9	12.6	12.1	12.0	11.1	11.9	12.3	12.00	11.00	9.8
France	12.5	12.7	12.8	11.8	12.4	12.7	12.3	11.8	9.7	9.0
Netherlands	13.5	12.6	11.7	11.4	10.9	10.0	9.2	8.9	9.3	8.7
Portugal	38.3	38.5	36.5	34.9	30.9	28.3	23.0	20.5	18.9	17.4
Slovakia	6.3	6.6	6.5	6.0	4.9	4.7	5.1	5.3	6.4	6.7
Italy	22.1	20.4	19.5	19.6	19.1	18.6	17.8	17.3	16.8	15.00
Spain	31.0	30.3	30.8	31.7	30.9	28.2	26.3	24.7	23.6	21.9
EU 28 average	15.7	15.3	14.9	14.6	14.2	13.9	13.4	12.7	11.9	11.2

Reasons of dropping-out from education system

The causes of drop-out have many factors; the dropouts are mainly youngsters coming from disadvantaged backgrounds, both economically and culturally. Further factors: low importance attached to the secondary education, low educational level of social background of a child, upbringing factors, absenteeism, failure, missing motivation, school phobia, cybernetic addiction, problematic behaviour, institutional and training procedures/methods that are focused only to academic difficulties.

2. IDENTIFICATION AND DESCRIPTION OF KEY PLAYERS INVOLVED IN THE PREVENTION AND REINTEGRATION OF YOUNG DROPOUTS TO THE PREPARATION FOR THE FUTURE EMPLOYMENT OR TO THE LABOUR MARKET

- describe their relations/networking/interconnection/cooperation (brief characteristics of the organisation, its mission, main activities, target groups and activities targeted at the young early school leavers)

The project partnership countries use the prevention as one of the most effective ways of fighting the dropping-out.

For this purpose, in France specialised organizations have been established:
- Mission of fight the early school leaving /Mission de Lutte Contre le Décrochage Scolaire/ = MLDS, which helps to youngsters to return into education system to gain qualifications and supports them during their studies;
- Nationwide monitoring and support offices advise and help early school leavers to return to education system or to prepare for a working life. They coordinate local education services, guidance and youth employment services, such as schools, the MLDS, Centres of Information and Orientation (COIs), local initiatives, agricultural establishments, the adult education system called Greta, youth information centres and regional authorities.

All experimental projects are aimed at reducing educational inequalities by providing educational programmes that fight the effects of social inequality.

- creating a new type of school (e.g. The boarding schools of excellence in Corte),
- changing the pedagogy of education (school of second chance)
- changing the distribution of activities in school time,
- offering innovative forms of support outside school hours (Falep).

The French partner IFRTS in Corsica identified 10 strategic territorial actors who mobilized in the project. Main mission of these actors was to promote academic success, contribute to equal opportunities, and social and professional integration: MECS - Maison d'Enfants à Caractère Social; Falep 2B - Ligue de l'Enseignement Fédération de Haute-Corse; E2C –Second chance school; ML 2B - Mission locale (Labour office for the young); IRIPS -Institut régional pour l'insertion professionnelle et sociale; ECC -Etudes et Chantiers Corsica; IDF -L'Institut pour le Développement et la Formation; Collège de Fiumorbu/Lycée Pascal Paoli de Corte/Université de Corse; CRIJ; Ascalinada; Communauté de communes de Nebbiu; Institut de formation régional dans le domaine de travail social.

20 professionals were directly involved in the project survey and most of them are professional inclusion coaches (38%) or teachers/trainers (21%), while the remaining percentage includes professionals in social inclusion (13%), guidance consultants (12%), professionals in education of adults (andragogists) (8%) and social workers (8%).

Their organizations offer mainly consulting and guidance services (24%) and support for work inclusion. Actions as drop-out prevention and social inclusion (21%) are also very well represented among mentioned organisations.

In Italy prevention and fighting early school leaving take today an unprecedented importance. The Commission for Culture, Science and Education of the Chamber of Deputies decided to carry out a survey on all the processes that characterize the early school leaving, and strategies to fight it, focusing in particular on the prevention of the phenomenon and on aspects related to social inclusion.
The solutions provided by the Ministry of Education consist of three lines of action: temporal continuity of actions and coordination among policy makers, as well as evaluation of results, approach based on basic skills and customization of learning, alliances among schools, territories, families, educational institutions.

The Friuli Venezia Giulia Region represents a good practice example in the professional education area. In the past years, a strong cooperation has been implemented among the following organizations in order to better respond to the challenge of fighting early school leaving:
- the Regional Government: policy making, promoting centralized actions;
- regional middle and high school: point out students at risk that may benefit of supporting actions
- Vocational Training Centres: point out students at risk that may benefit of supporting actions and, in particular, organize training courses focused on re-motivation and vocational guidance, helping demotivated students to find their way
- Regional Guidance Services: act as a filter among students, schools, the regional Government and Vocational Training Centres and offer individual consultations about school/vocational guidance
- Job offices: promote the inclusion of youngsters at risk also through the Young Guarantee Programme
- Social Services: support the most fragile youngsters in cooperation with the other organizations.

In the Friuli Venezia Giulia Region the organizations involved in the survey have been Vocational training centres; schools; Regional Guidance Services; Regional Government.

90% of representatives of organizations involved in the survey (30 professionals) were teachers/trainers, while the remaining percentage includes guidance consultants and didactic consultants. Their organizations work mainly in education/training area, but they also offer prevention, monitoring, social/job inclusion activities. In particular, vocational training centres are strictly connected to the job market.

In Belgium, the authority Federation Wallonia-Brussels established based on the law the specific prevention services in the form of the school mediation and mobile teams. The role of these services is to deal with the relationship problems between pupils, between parents of pupils and school workers, between school workers and pupils or the group in a class. The mobile teams intervene in particular:

- in case of absenteeism (situation, when a pupil attends the school institution irregularly and has no excuse for the absence), only in the primary school system;
- in case of drop-out (a pupil, who is subject to the compulsory school attendance that is enrolled in a /school/ institution, which he/she does not attend without any adequate reason, or a pupil who is not enrolled in any school institution nor educated at home);

The place of the first contact, listening and dialogue where a young person and/or the family can solve the questions that worry them regarding school attendance, family and social life, health matters, school and professional orientation are the Psychological and health-social centres (PMS).

The PMS centre is available to pupils and their parents from the start of nursery school to the end of secondary school. It also provides activities for the benefit of pupils visiting the Alternating Education and Training Centres (CEFA) and also their families. Psychological and health-social services centres are a public free of charge service.

Also the Portuguese State and the relevant ministries and authorities (meso level) create policy for schools, universities and another agents that constitute the educational context (micro level): schools, teachers, class director, psychologists, office of student support, carers/families, protection committee of young people and children, safe school, etc.
The institutions and actors are mentioned among all as a strong structure in preventing early school leaving, where the methods, projects, and processes may be different, according to the statistics and characteristics of each region with regard to drop-out.
In Portugal 31 persons were involved in the survey from schools, vocational training authorities, municipalities, organizations aimed at fighting the dropping-out and other services. The role of Portuguese organizations fighting the dropping-out from the education system is prevention, consulting, work inclusion, social inclusion, monitoring and other services.

In the Netherlands, within the Ministry of Education a special unit has been created, which manages the national program to reduce early school leaving. Competence in the area of prevention is transferred to municipalities. In this country these actors participated in the survey: 1 school, 2 education authorities, 2 municipal authorities, 1 other inclusion organization and 7 other organizations.
The workers of involved organizations deal with the prevention (20 %), consulting (15 %), work inclusion (5 %), social inclusion (5 %), monitoring (15 %) and other activities (40 %).
Involved professionals were: 1 teacher, 1 professional in education of adults and 8 workers with another role. Their role is to deal with the prevention (2 persons), consulting (2 persons), social inclusion (1), monitoring (2) and other activities (9).

In Slovakia the prevention against dropping-out is covered primarily by the schools and school institutions. Their role besides the education and permanent preparation for the future employment is also the prevention against the drop-out from the education system, but also the reintegration of the applicants who did not finish the professional preparation or the compulsory school attendance.
At schools there are school education consultants, who in cooperation with the class teachers and special pedagogical-psychological workers of Centres of pedagogical and psychological consulting and prevention (who deal with the prevention methodology mostly) map already the first signs of lost of interest of a pupil in learning and the school attendance.
The important partner for schools in the area of prevention and consultancy is the network of Centres of pedagogical and psychological consulting and prevention, which have the office in each district town. They focus on different aspects of prevention and consultancy including the areas related to the professional orientation, problems of pupils with handling the curriculum, problematic behaviour of pupils and also the social inclusion.
In the survey in Slovakia there were involved 5 schools, 2 education authorities, 1 municipality, 2 labour offices, 2 leisure centres and 3 other actors (50 professionals in total).
The second type of institutions that were identified by the project partners in their regions are organizations dealing with social and occupational inclusion or re-inclusion in the educational system.

Firstly it includes public employment services, in some countries, created especially for a group of young people (Missions locales in France). There are also many organizations enabling the return of young people back to school and the completion of education (Nationwide Supervisory Authority and support in France; guidance centres operating in almost all countries, and service of re-entry to school (scolaire d'acrochage Services - SAS) in Belgium).

Also many youth organizations (Enter, youth and health, in Belgium Joc, leisure centres in the Slovak Republic) have a preventive effect and offer young people active leisure and deal with issues that lie at the heart of them. There are active municipal libraries and museums as well (a prime example of the city of Assen in the Netherlands) which offer a variety of educational and motivational activities.

Policies for dealing with this problem were proposed by the EU and the Ministries of Education in each country, inter-ministerial systems, as well as regional governments and the cities themselves (the founders of schools) and also schools and school facilities are making efforts to solve problems in the bud and motivate pupils to education.

These organizations work alone or form a network in order to increase the efficiency of its operation (e.g. in France it is SIEI, the Inter-ministerial System of Information Exchanges, identifies early school leavers through cross-referencing of common national and ministry databases; Fo-QualE networks /education, qualification, employment/ forming the collaboration between the MLDS and COIs to advise and support young people in finding appropriate educational avenues and advice; they are part of the ‘New chance’ networks/.

3. UTILISATION OF THE ICT IN THE SOCIAL-EDUCATIONAL PROCESS IN THE ORGANISATIONS PRESENTED IN THE CHAPTER 2

- brief characteristics of the utilisation of the technology, software, projects of main activity of organization (education, inclusion, culture, free time, etc.)
- particular examples/activities targeted at the early school leavers

It is virtually impossible to think of an area of scientific knowledge or any of our daily activities without being related to ICT. This large emerging design is present in almost everything we do, and the ICT used by public administration bodies, companies, families and individuals, acting mutations in the way of societies' life, assuming importance in the collective and individual life.

Also the organizations, the role of which is prevention or re-inclusion of young people, use the ICT in their activities.

In France there are national strategies covering training and research measures in the areas of ICT in schools, digital media literacy and e-skills development, and research projects in the area of e-inclusion. Computers are easily accessible for pupils and students, teachers have above average competences. The mostly used ICT tools are the Internet, e-mail and social networks.

Within public schools the eTwinning actions of the European Commission are well known. This initiative aims to encourage teachers in European schools to work collaboratively using Information and Communication Technologies (ICT) by providing the necessary infrastructure (online tools, services, support). The professionals think that ICT have a positive effect on education and the availability of technologies in institutions is sufficient.

40% of respondents consider the ICT tools in the process of education and upbringing as sufficient and comparable to the overall situation in the country and 13% consider that the situation in their territory is worse than in other territories. Even if professionals understand the huge opportunities that ICT tools can offer to provide interesting lessons and support to students with difficulties with learning and their social and work inclusion, their use seems to be limited at common tools as consulting websites or using specific applications developed at regional level (employment passport- "passeport emploi") or national level (my second chance, Inter-ministerial System of Information Exchanges -SIEI). Professionals participating in this survey do not focus their actions on preventive aspects but rather on correction of the situation and corrective measures.

Some of organisations are trying to bring new technologies in their practices, to make lessons more involving, make their services more interactive and more prized by today youngsters, submitting their projects to big foundations or other financers. The E2C school (second chance school in Bastia) was supported in 2012 by the Orange Foundation (aim of which is to make the world more accessible), to equip all classrooms with interactive whiteboards. The teaching staffs have been trained in the use of specific software compatible with these digital boards to gain autonomy in designing innovative teaching tools adapted for their target group.

Generally speaking, in Italy the ICT tools are not commonly used by these organizations for educational/training/inclusion purposes. The main tools are: PCs and beamers; interactive boards; web services related to Youth Guarantee projects; tablets; software for mental/concept mapping; apps (e.g. Notability); e-learning platforms (Moodle).

81% of interviewed people said that "*Utilisation of ICT makes the process of education and schooling more attractive and has positive effects in prevention against the phenomenon of drop-out*" while nobody chose the option "*Utilisation of ICT supports directly or indirectly the decisions of young people to stay in education or to leave the education system before gaining a diploma and/or a qualification*".

Interviewed organizations have different opinions in relation to the topic of availability of ICT tools in education/training context; they have chosen three main responses: the availability of ICT tools is good, it is sufficient compared to other regions, it presents gaps and the situation is worse than in other regions. It seems strange that they have so different impressions, but it is understandable according to the person replying to the questionnaire: if the person has low knowledge and experience with ICT tools, in fact, he says that the availability is good (it is good for what he usually uses..), while if the respondent has a wider experience, the main chosen reply is the one that classified the availability of ICT tools as lower than in other areas. Only two people declared that the availability is totally insufficient.

Digital public spaces (EPN) are the part of main measures applied into practice in Belgium to support the availability and acquisition of basic knowledge of the wide public about the information technologies. Under this title various heterogeneous initiatives are covered, of organizational and also institutional character. Therefore EPN are located in such miscellaneous organizations as CPAS, employment houses, libraries and all types of associations in town districts.

Digital public space provides the project of consultancy and collective and/or individual help with learning the PC work basics. The wide range of activities is provided, from the basics of PC work for office work requirements and the work with the Internet, up to the consultancy services for job searching, as well as the media education.

Besides that, in Belgium there are also other projects aimed at the ICT utilisation offered: Platform Lire et écrire Bruxelles; Fobagra - trainings of alphabetization lecturers in ICT. Amo.net is a group created by Services d´Aide en Millieux Ouverts (Services of help in open environments), which provides reflection and assistance with the utilisation of communication tools, the Internet, for and together with young people and their families.

According to questionnaire survey in Belgium, with 16 professionals responding, the most used tools of ICT are e-mail (28 %), Internet (26 %), web pages (23%) and social networks (19 %). 56 % of these professionals think that the situation of ICT availability is adequate and 19 % that it is good. 59 % of the professionals think, that ICT utilisation in the education process positively affects the prevention and 33 % think that it does not have a negative influence on drop-out.

The Portuguese society specifically has used the ICT in public administration, national and local level and in the Portuguese business structure. The advantage of the diffusion of ICT contributed to simplify administrative procedures and provided reduced costs associated with it. It also contributed to streamline the relationship with citizens and businesses. Besides, it shortens distances and learning time (within the educational and training context), increasingly promoting social inclusion, in contact with others, the easy and quick access to any information from anywhere in the world, as well as labour inclusion in a larger and more effective job search.

Educational and social-oriented institutions and municipalities increasingly promote their vision of contributing to the development of their citizens in the aspects mentioned above, and as such, ICT are a powerful weapon in promoting the inclusion.

According to the questionnaire survey, the most frequently used general tools are the Internet (100 %), web pages (82 %), social networks (50 %) and blogs (15 %). The professionals use the specific tools, which are the web pages dedicated to education and training (98 %), e-learning platforms (88 %), software applications dedicated to education and training (55 %) and interactive whiteboards (50 %). 33 % of these workers believe that availability of ICT at schools is comparable to the situation in the country, 16 % think that it is better than in other areas, and up to 39 % that it is worse. Only 10 % of professionals said that ICT could have a negative impact on the drop-out.

According to the questionnaire survey in the Netherlands, from 11 respondents, 10 use the Internet, web pages, social networks and emails, 6 professionals use blogs and other tools. Regarding the specific tools it is mainly the specific applications for mobile devices (mainly tablets and smart phones) used by 90 % of respondents, followed by web pages, interactive whiteboards and special software applications dedicated to support the education and schooling, all identically with 82 % utilizability and e-learning platforms with 54 % utilizability. 36 % of these workers think that the ICT availability at schools is good and 54% that it is very good (the best score of all partnership countries). 91 % of professionals consider ICT to have positive effects on education. Only 9 % of professionals think that ICT can have negative impact on drop-out from the education system.

In Slovakia the Ministry of Education of the SR funded the project “Electronization of education system of regional school system”, the goal of which was to design functional electronic education system, to modernize the education system and to improve the readiness of pupils. So the schools are well equipped with technological tools (computer classrooms, tablet classrooms, interactive whiteboards, Internet connection and pupils also use it to solve the tasks during the classes). The schools use the e-learning programs created centrally for the whole education system, but some schools created their own e-learning platforms.

At schools there are administrators of computer networks who operatively solve all technical difficulties and help to the development of competences of students and teachers too. Some of the older teachers stated that the ICT development was that fast, they had to put a lot of effort into catching-up. The most frequently tools of general character used at schools are: Internet (searching) - 100 %, web pages - 84 %, social networks – 31 %, blogs – 16 %, e-mail – 63 %, other: e-learning, Google applications, project elaboration and presentation skills.
The schools also use the specific tools of ICT in the process of education and training, most frequently:

web pages dedicated directly to the needs of education and training - 87.5 %; Specific software products dedicated to the needs of education and training - 63 %; Interactive whiteboards – 72 %. On the opposite, e-learning platforms (22 %) and specific applications for the mobile ICT (mainly tablets and mobile phones) – 22 % and specific blogs for the needs of education and training – 6.5 %, are used at the monitored schools at a low rate.
According to the teachers opinions the material and technical equipment of schools in the area of ICT in the process of education and training is adequate, comparable to the overall situation in the country (majority of answers – 78 %), one thinks that the material and technical equipment is very good (3 %) and on the contrary six of them (18.7 %) think that it is worse than in other regions.

Regarding the proposals of implementation of tools for the support of the work and social integration of young people, mainly the drop-outs, our questionnaire survey respondents in the partnership countries consider as the most appropriate:

- to create a web page specifically aimed at the support of the work and social inclusion of young people: FR – 23 % answers, BE – 12 %, PT – 52%, NL – 72 %, SK – 57% of answers;
- to adapt an existing or to create a new web page specifically aimed at the support of the work and social inclusion of young people, in particular the drop-outs accessible through mobile applications /accessibility by young people/: FR – 6 % answers, BE – 8 %, PT – 10 %, NL – 63 %, SK – 26 % answers;
- within the training and/or free time or voluntary activities, to include the problems of the work and social inclusion of young people, mainly the drop-outs by ICT utilisation as a part of a dialogue of professional workers and young people: FR – 27 % answers, BE – 16 %, PT – 71 %, NL – 100 %, SK – 57 % answers;
- the utilisation of social networks to support the idea of work and social inclusion of young people, mainly the drop-outs: FR – 17 % answers, BE – 20%, PT – 23 %, NL – 81 %, SK – 30 % answers;
- to elaborate the program of the support of the work and social inclusion of young people, especially the drop-outs and to distribute it through several channels of ICT to young people: FR – 27 % answers, BE – 40 %, PT – 58, NL – 90 %, SK – 57 % answers;

ICT can be a significant tool for fighting the dropping-out from education system, but it cannot succeed without considering also other important aspects related to young people.

4. COMPETENCES OF THE PROFESSIONALS IN THE UTILISATION OF ICT INVOLVED IN THE PREVENTION AND RE-INCLUSION OF YOUNG PEOPLE WHO DROPPED OUT FROM THE EDUCATION SYSTEM: EXPERIENCES, ISSUES AND SUGGESTIONS FOR FILLING IN GAPS.

Within the terrain monitoring of situation we focused on the competences of professionals and the way they had acquired them.

In France it was mainly the utilisation of ICT in the real situation (35%), self-study (29 %) and educational courses (15 %). Relevant e-learning courses, educational courses or consulting didn't have an important impact on their ICT skills development.

Regarding the competences necessary to develop at professionals to better cope with implementation of ICT to address the issue of dropping-out, the French professionals think that almost all competences from the provided scale are equally important: work with a PC and standard software packages (15 %), competences in work with the Internet, websites and social networks (15 %) and all other competences: work with modern mobile and smart devices; user level proficiency in specific ICT education tools; user level proficiency in ICT applications for mobile devices; competences in developing of simple ICT applications; competences in development of ICT-supported projects in the area of prevention against and addressing of consequences of dropping-out from education reached 14 %.

The vast majority of respondents in Italy declared not to know any programme related to new methods to fight ESL with the exception of the Drop App project. Finally, their suggestions about "effective project/activity to be implemented in the area of fighting early school leaving and/or social and work inclusion" are focused mainly on "making the themes a component of the dialogue. After this, all the others may follow. The majority of interviewed people said that each listed action (create a programme, using web pages and social networks) may be useful in order to support youngsters with difficulties, but always after having arisen the awareness of ESL and its causes.

Similarly to the question related to the availability of ICT tools, it clearly emerged that only professionals with quite a wide experience in the use of ICT tools are able to understand the role that these tools may have in order to fight early school leaving. These are the ones who gave a great importance to "Work with modern mobile technologies and smart phones" at the question "What competences the professionals need to develop to better cope with implementation of ICT in the process of addressing the issues of drop-out?"

The majority of interviewed professionals have a lacking knowledge of ICT tools, with an exception of the most common ones. Some of them in fact revealed that in their opinion these tools are not useful to fight early school leaving.

With reference to the assessed importance of competences needed, these are the results of the survey:
1 Competence in working with Internet, websites and social networks.

2 Work with modern mobile technologies and smart phones.
3 Work with a PC and with standard software packages.
4 Competences in development of ICT-supported projects in the area of prevention against and of addressing the consequences of dropping-out from education.
5 User level proficiency in ICT mobile applications.
6 User level proficiency in specific ICT education tools.
7 Competences in developing simple ICT applications.

The training offer of further ICT education of adults is very wide in Belgium. The result of the partnership of public and private sector is 5 certified ICT centres established in the Walloon region - Technofutur TIC in Gosselies, Technofutur in Liège, Technobel in Marche, Technocité in Monse, Technofutur Cepegra in Charleroi. They offer wide scale of training modules, from short term modules of ICT awareness raising to the long term qualification training. This training is designated for anybody.

Almost half of Belgian education and inclusion professionals developed their competencies at work with ICT by self-study (44 %), personal consulting with colleagues or ICT professionals (32%) and practical work with ICT (16 %).

Belgian professionals think that it is necessary to develop mainly: Work with a PC and with standard software packages (17.3 %), work with modern mobile technologies and smart phones (15 %), competence in working with Internet, websites and social networks (15.9 %), user level proficiency in specific ICT education tools (15.9 %), user level proficiency in ICT mobile applications (11.7 %), competences in developing simple ICT applications (10.4 %), competences in development of ICT-supported projects in the area of prevention against and of addressing the consequences of dropping-out from education (13.8 %).

According to the questionnaire survey realized in Portugal, education and inclusion professionals developed their competencies in work with ICT by combination of several activities: self-study (72 %); educational courses (63 %), practical work with ICT (56 %), e-learning courses (50 %), personal consulting with colleague (41 %), other way (6 %).

It does not have to be necessarily a direct relationship between school leaving and the use (or not) of ICT, both in dropout prevention, both in the preparation for the labour market. ICT is essentially an important tool (among many others) and as an appropriate pedagogical strategy can determine or influence the performance and behaviour of young people. Professional education and similar areas, even having contact with different teaching strategies (during college, learning focused on theories of learning and human behaviour psychology, exploring the different ICTs, and developing case studies and work research), are faced every day with new challenges. The aim of this, considering that there is no universal formula that contributes to the development of young people and combats early school leaving, one of the great mistakes of the education system that produces mass knowledge, where the same people learn the same things, is nothing but one set of mechanisms related to multiple factors (the country region, level of knowledge of youth, social and family background, financial conditions) that combine transmit professional education, social-acting, among others, to adapt the best strategy.

The development of professionals in work with ICT in the Netherlands was similar. The most frequently used method was self-study (29 %), practical work with ICT (24 %), consulting (18 %), educational courses (13 %) and also e-learning courses were applied (8 %) and other forms of development (8 %).

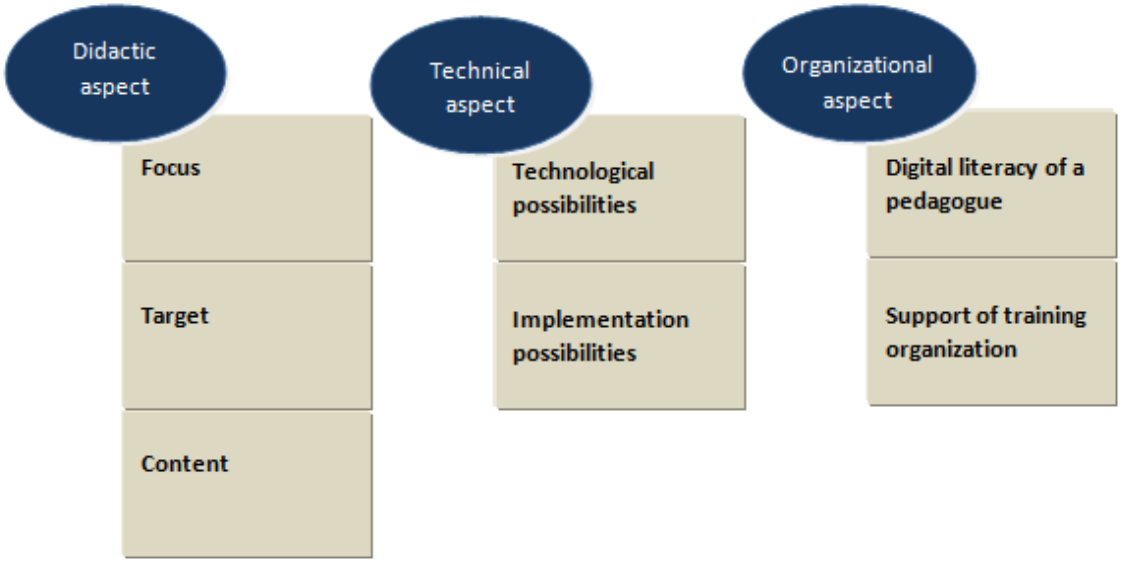
Regarding the competences the professionals need to develop to better cope with the implementation of ICT in the process of addressing the issues of drop-out, the Dutch professionals determined the following order of the importance of competences: competence in working with Internet, websites and social networks; work with PC and standard software packages; work with modern mobile technologies and smart phones; user level proficiency in specific ICT education tools; user level proficiency in ICT mobile applications; competences in development of ICT-supported projects in the area of prevention against and of addressing the consequences of dropping-out from education; competences in developing simple ICT applications.

In Slovakia the professionals acquired the competences in the ICT area by self-study (67 %); practical work with ICT (67 %); e-learning training (16 %); educational courses (65 %); personal consultations with a colleague or an ICT professional (55 %); others: study of ICT at college (2 %).

Pedagogues and professional inclusion workers consider as the most important competence the project designing with the support of ICT in the area of prevention and addressing the consequences of dropping-out (90 %), competence in work with modern mobile and smart devices (84 %) and in the same rate the competences in work with the Internet, web pages and social networks (84 %) as well as the competences in designing the simple ICT applications (80 %).
The least supported competence is work with PC and standard software packages (68%) probably because the respondents consider it as absolutely obvious. Two remaining competences (user level proficiency in specific ICT education tools and user level proficiency in ICT applications for mobile devices) reached the support of more than 75 % responses. In this respect it would be appropriate to propose the teaching products that would develop the ICT competences of professional workers, as one of our respondents proposes.

To make the process of ICT utilisation in the education and training effective there have to be fulfilled several criteria. It is not enough to ensure only the antidiscrimination approach of pupils and students to the ICT, but it is also necessary for teachers to acquire the same if not better digital literacy than students, which is not a common rule so far.

The question of suitability of ICT utilisation in education depends on several factors, which can be viewed from three aspects *(didactic, technical and organizational aspect).*


Didactic aspect
Focus
Target
Content
Technical aspect
Technological possibilities
Implementation possibilities
Organizational aspect
Digital literacy of a pedagogue
Support of training organization

5. EXAMPLES OF GOOD PRACTICES

The project partners provided the following good practice examples of ICT utilisation in social-educational process:

Country	Name of good practice	Focus/Content
FRANCE	The digital workspace (ENT)	a virtual environment for students and professionals adopted by Universities allowing to check e-mail, home folder, test results
	E-twinning	a platform for staff (teachers, head teachers, librarians, etc.), working in a school in one of the European countries involved, to communicate, collaborate, develop projects, share and, in short, feel
	Cyber prevention	educational entertainment to public health on the topic of cyber-prevention
	42Born2Code	develop high capacity on computer programming for youth
	Bastia Express	a mobile application "Bastia Express" aiming to allow E2C to accompany its public at a distance
	Information multiplier	to provide young people with digital tablets for creating a page on the social network of their choice and select the information they think useful for other young people.
	Learning by doing	an Erasmus+ strategic partnership “La pedagogie de chantier” aiming to develop tools for "Training professionals to "learning by doing" pedagogy, to promote and develop this operative pedagogy and fight dropout.
	My second chance	is a geolocation of service training solutions for dropouts and a " anonymous "chat platform. It consists of a website and a mobile application.
ITALY	**S.OR.Prendo software and "ISOLA DEL LAVORO" Website**	an interactive software designed to support the student in the assessment of his own interests and abilities, and in decision-making with respect to his professional career.
	Project 2 ROP	project whose main objective was to tackle and reduce the rate of school drop-out in the Friuli Venezia Giulia Region trough flexible educational pathways combining general education, vocational training and first practical work experiences
	Project DROP APP	The project (Erasmus+ KA2 Strategic Partnership 2014) is based on the concept that youngsters at risk of ESL could be more effectively engaged in supporting programmes using the new technology language Therefore the key-point is to improve the way operators (teachers, tutors, guidance experts) listen to students’ help requests and

		communicate.
	Quoted single activities	• Apps for didactic scope (Notability, Keynote, numbers, etc) • Use of Ipads • Realization of videos • Use and/or development of Ibooks
BELGIUM	Pedagotheca	Pedagogical interactive Brussels portal which provides range of pedagogical sources of multimedia, evaluated and commented, as well as the information and pedagogical reflections related to ICTT (information and communication technologies in training).
	INFOREF	Association Inforef provides: • own sources and pedagogical tools • tailored training in the field of administrative work and multimedia • realization in infographics and the creation of websites • creation of projects with the ICT utilisation.
PORTUGAL	Education platform Moodle	This e-learning feature, brings together a wide range of useful capabilities for the teaching-learning process. The same scenario is possible to have content in different formats (text, audio or multimedia) and types (notes, exercises, worksheets, presentations, videos, link and testing).
	Google Drive	This free platform is mainly used to provide documents that, by its size, are difficult to attach an e-mail message and to edit, if needed, or to carry out collaborative work.
HETHERLANTS	Educational apps	Touch table and touch wall in the public space of the Bibliotheek Assen designed for children and adults using games for learning history, languages, math etc.
	Project Sigismund	Interdisciplinary project of municipal museum based on ICT, in that students apply knowledge from history, geography, chemistry, math in an ICT educational game
	Use of QR code	Reviews of a book are filmed by children who read the book an shown to other children by using a QR code inserted in the book, in order to build motivation of other children to read the same book
	ICT workshop Scratch	Delivered by the Dutch project partner to teachers, trainers and decision makers in the field of education with the aim to reduce early school leaving and to create the motivation for learning for the pre-university students
	ICT Bug workshop	motivational workshop offered to students of secondary education

SLOVAKIA	Development of informatics literacy	practical utilisation of shareware products of the company Applied Software Consultants (aSc) designated for the support of school activity.
	Internal e-learning portal of school	Internal e-learning portal is the part of the internal communication system of school based on the aSc products. Among the best elaborated subjects from the e-learning aspect there is the Informatics and development of informatics literacy. The texts for the knowledge development, practical exercises and tasks for skills development are provided to students. Through e-learning the students are led to the independent work – searching for the sources on the Internet and their use in the process of training.
	Internet Guide of Labour Market	publicly available portal offering four sets of information: vacancies, courses, work compass and card index of jobs.

6 RECOMMENDATIONS FOR TICS PROJECT

FRANCE

The local mission of Bastia is the promoter of “passeport emploi” regional project. A strength of this action for professional and social inclusion implemented with the aid of local actors in Corsica is represented by the using of an unique tool “Passeport emploi” that capitalize the experiences and skills of individuals in terms of professional and social skills, particularly social skills expected by the labor market for each job target. This passport allows employment awareness and capitalization of experiences and skills. It is a dialogue tool (link between trainers, integration professionals, employers and beneficiaries) for networking professionals and the beneficiary himself (like a curriculum vitae on which we can identify which social skills are acquired by the beneficiary, and on which ones the beneficiary should focus and develop. It allows the person to reflect on the professional image that he returns adapt and meet the expectations of business environment, acquiring a better self-knowledge and knowing how to value his skills and knowledge.
The representatives of local mission of Bastia show their interest to make the link between “passeport employ” website and TICS platform.

On the basis of what emerged by this National Report, recommendations for the development of the TIC project are:

- associate when possible the parents and improve networks of different professionals / schools / families
- promote innovative actions and communicate on it
- have an emphasis on preventive actions
- implement actions to promote e-learning platforms,
- Some professionals are aware about the efficiency of using ICT tools but they encounter obstacles regarding center equipment and lake of necessary skills. Therefore, it’s important to communicate on existing tools and different opportunities for innovative projects allowing organization equipment with modern devices

ITALY

On the basis of what emerged by this National Report, recommendations for the development of the TIC project are:

- take into consideration that ICT tools are not objectives but means; they may be effective only if mixed with other aspects (see the following recommendation)
- improve networks of different professionals / schools / families: ESL has several causes, working just on one of them is not effective
- start from a common dialogue and then move on with innovative actions
- in Italy we are still far away from adopting innovative tools to fight early school leaving as standards; it is so important to have in mind sustainable objectives
- videos are often used inside schools/training centres so that it would be easier to improve their use than to ask schools to try different approaches
- tablets are getting more common inside some schools and training centres, that are starting experimenting "digital classrooms"

- professionals with low ICT skills tend to not understand ICT's potentiality in fighting ESL: it is important to work on professionals' skills

PORTUGAL

Ensure provision of ICT and digital skills development for trainers & teachers

An appropriate pedagogical strategy can determine or influence the performance and behaviour of young people and the use of ICT based tools by trainers & teachers can, if properly used, make a difference on youngster's engagement towards learning.

The modern society demands the use of multimedia resources that leads trainers to develop and adapt their knowledge in order to be able to answer a variety of situations, which most of the time fall out of the scope of their academic and professional background.

Therefore, it is important to develop new skills and techniques allowing them to share knowledge in the training context, in an attractive and motivating way.

Multimedia presentations are nowadays crucial in the content delivery to trainees, so it is fundamental to give trainers new competencies in this area.

Moreover, trainers must know existing techniques and resources such as learning management systems, gaming, use of videos or other online tools, etc., and how to select the most appropriate for application in their training sessions, adapted to the specific conditions of the training context and target group.

NETHERLANDS

It is well known, as it was also concluded in the Europe 2020 strategy, that early school leaving is linked to unemployment, social exclusion and poverty. Therefore, in order to be effective, policies for fighting early school leaving need to address all levels of education. Moreover, they should be cross-sectoral and involve stakeholders from different policy areas such as youth, social, welfare, employment and health.

In order to efficiently fight the phenomenon of early school leaving, the national governments must ensure children and young people are at the center of all educational policies, including the ones aimed at reducing early school leaving; develop & implement sustainable national strategies to reduce early school leaving and invest in the knowledge base of early school leaving.

Based on Quarter Mediation experience and expertise in European teachers' training, it is important to highlight the fact that using ICT for fighting early school leaving doesn't mean to use only ICT in the daily teaching and learning process; it means teachers should focus on creating more attractive lessons for the XXIst century student, based on the eight multiple intelligences and on the learning styles of each individual. If the lessons are interesting and connected with real life situations, the students will gladly attend classes and will consequently have better school results.

In conclusion, it is very important for teachers and trainers to understand that the traditional,

sometimes conservative teaching methods cannot be used as such, but only combined with non-formal methods of teaching and with the use of interdisciplinary teaching. And it is also very important to understand that teacher's motivation brings students motivation for learning.

SLOVAKIA

The role of ICT is to enable the teachers and students to solve the difficult and content-related attractive problems whenever it is appropriate. However, no perfect software can ensure that a student learns anything. The knowledge has to be created in the student's mind thanks to the motivation and exposition, mainly in the interaction with the other students, teachers, or PC or other ICT. It supports: direct exploration, direct expressing, direct experience, exploring the diversity of cultures, the diversity of languages.

Teachers can effectively utilise the ICT for the training preparation, subject contests and Olympiads, for after-school and club activities, presentation of activities of students, the exchange of experience with other teachers, with methodical authorities, for networking with other schools and organizations. It would be definitely appropriate to adjust the educational-training process at schools according to the presupposed scientific and technical development. It is necessary to implement the training with ICT devices into the curriculum. It should be noted that they mainly should be, together with the Internet, the aid of a teacher for training and education of children and youth. They should not become our "masters" – maybe even at the expense of quality of training.

Also the professional integration workers have to move with the times and maximally use the advantages of ICT devices. At work with young people who dropped out from the education system the ICT definitely provide great possibilities of their activation, but as one our survey respondent said: they have rather the supportive function. Primarily it is necessary to lead a dialogue with young people, to solve the model situations, to influence their use of free time and mainly to influence the family.

CONCLUSION

If the professionals in schools and organizations in preventing early school leaving and reintegration of young people to have success in their mission and to establish with young people an dialogue and taking the advantage of the opportunities offered by modern ICT, it is necessary to have adequate technical infrastructure, implementation possibilities, able to reconcile the aim and content of teaching/mission and achieve an appropriate level of digital literacy.

As shown in this summary report, the most use of ICT tools of a general nature are: internet, web pages, e-mail correspondence, social networking. Used as well as specific tools such as websites designed to promote education and training or special software products. Less used are of e-learning platform, specific applications for mobile ICT or specific blogs.

In the opinion of teaching staff should be developed in the field of ICT on supporting the work and social inclusion of young people, and in particular the prevention against dropping-out and a program to support the work and social inclusion of young people and in particular, the prevention of the phenomenon of drop-out and the dissemination of good practics to young people using different ICT supported channels.

The most important competencies to be developed by professionals to better manage ICT for addressing the issue of early school leaving were identified as being linked with the following activities:

- development of ICT-supported projects in the area of prevention against and of addressing the consequences of dropping-out;
- work with modern mobile technologies and smartphones;
- work with internet, websites and social networks;
- development of simple ICT application;
- development of teaching products that would develop the ICT competences of professional workers.

It would be good to test these proposals and verify their real contribution to solving our problems.

As recommended by the OECD report: "School systems should find effective solutions for the introduction of new technologies in education and training and to provide fair education experts learning environment that enables the development of 21st century education and to equip children with the 21st century competencies they need to the succeed in the world of tomorrow.

ANNEX

Questionnaire completed by professionals in field of the prevention and social and professional integration

SURVEY QUESTIONNAIRE

This questionnaire is a tool of the international project: „TICS in the social-educational consulting process to address the issue of drop-out from the education system“ that is implemented within the framework of Erasmus+.

The TICS project focusses on creating new approaches and methods for the professionals in the areas of prevention against dropping-out of education as well as in addressing the consequences of dropping-out from the education system (such upbringing, education, social work, prevention against dropping-out, consultancy, and social-professional integration of the affected young people).

The questionnaire targets at the professionals in the area and its purpose is to map the situation in and collect the information about the utilisation of the ICT for the purposes of education and upbringing, for social and cultural purposes, and in the processes and projects that address prevention against dropping-out from education system or support work and social inclusion of the drop-outs.

The questionnaire consists of the sections as follows:

Section 1 – identification of the organisation.
Section 2 – utilisation of ITC in education and upbringing.
Section 3 – utilisation of ITC in the prevention against dropping-out from education system.
Section 4 – utilisation of ITC in the area of work and social inclusion.
Section 5 – development of competences of the professionals in utilisation of ICT.

The questionnaire consists of multiple choice and open questions.

Thank you for the time you will spent on and for the information you will provide by responding to the questionnaire.

1. Section 1 – identification of the organisation

1.1 Type of the organisation you represent (please choose one)

a) School
b) Education authority
c) Municipality
d) Organisation with the purpose of preventing against dropping-out from education
e) Labour office
f) Other organisation that address work or social inclusion
g) Other (please provide details) .....

1.2 Main purpose of your organisation (please briefly describe)

1.3 Activities your organisation performs to address the issue of droppin-out from education system (please choose all that apply)

a) Prevention
b) Consulting
c) Work inclusion
d) Social inclusion
e) Other (please provide details).....

1.4 Your work position (please choose one)

a) Teacher, educator
b) Counsellor in upbringing, school counsellor
c) Professional in education of adults
d) Social worker
e) Professional in work inclusion
f) Professional in social inclusion
g) Other (please provide details).....

1.5 Description of your main job responsibilities (please briefly describe)

1.6 Activities you personally perform that address the issue of dropping-out from education system (please choose all that apply)

a) Prevention
b) Consulting
c) Work inclusion
d) Social inclusion
e) Other (please provide details).....

2. Section 2 – utilisation of ITC in education and upbringing

2.1 General relationship between education and upbringing, and ICT

Please identify the tools (that have a general purpose and are not designed for only the purpose of education and upbringing) that are utilised in your country or region in the process of education and upbringing (please choose all that apply):

a) Internet (search)
b) Web pages
c) Social networks
d) Blogs
e) E-mail
f) Other (please provide details).....

2.2 Utilisation of specific ICT tools in the process of education and upbringing

Please mark the ICT tools that are designed to support the process of education and upbringing in your country or region (please choose all that apply):

a) Web pages dedicated to support education and upbringing
b) Specific software application dedicated to support education and upbringing
c) Specific applications for mobile devices (primarily tablets and smartphones)
d) Specific blogs dedicated to support education and upbringing
e) E-learning platforms
f) Interactive blackboards
g) Other (please provide details).....

2.3 Overall situation in availability of ICT in the process of education and upbringing

What is your opinion about availability of ICT to support the process of education and upbringing in your country or region? (please choose one)

a) It is insufficient and presents an obstacle to development of education and upbringing.
b) It presents a gap, the situation is worse than in other areas.
c) It is adequate, comparable to the overall situation in the country or region.
d) It is good, better than in other areas.
e) It is very good, there are no obstacles to the full exploitation of the ICT.

2.4 Please provide a brief description of 1-2 examples of good practice in utilisation of ICT in the process of education and upbringing

2.5 Relationship between utilisation of the ICT in education and upbringing, and dropping-out from education.

How would you assess the utilisation of ICT in the process of education and upbringing and its effect on dropping-out from education? (please choose one):

a) Utilisation of ICT makes the process of education and upbringing more attractive and has positive effects in prevention against dropping-out from education.
b) Utilisation of ICT has no effect on dropping-out from education.
c) Utilisation of ICT supports directly or indirectly the decisions of young people to stay in or drop-out from education.

3. Section 3 – utilisation of ITC in the prevention against dropping-out from education system

3.1 Describe the way you utilise the ICT in the area of prevention against dropping-out from the education.

Briefly describe the activities, software, and technology you use.

3.2 Are you aware of any plans for new ways/projects of utilisation of the ICT in the area of prevention against dropping-out from education?

Please choose one:

a) Yes
b) No

If you answered Yes, please briefly describe the planned project or activity:

3.3 **Please suggest what would be an effective project/activity to be implemented in the area of prevention against dropping-out in your realities (country/region) in the future** (please choose all that apply):

a) Web pages specifically focused on reasons for and prevention against dropping-out from education.
b) Enabling mobile access to the existing or new web pages that address the prevention against dropping-out from education.
c) Make the theme of dropping-out from education a component of the dialogue between the professionals in the field and the young people in the framework of the formal education or afterschool activities and supported by the ICT.
d) Utilization of social networks to strengthen the message of prevention against dropping-out from education.
e) Develop a prevention programme and disseminate it to young people using different ICT-supported channels
f) Other (please provide details).....

4. Section 4 – utilisation of ITC in the area of work and social inclusion.

4.1 Please describe the way you utilise the ICT in the area of support to work and social inclusion of young people or in the area of inclusion of drop-outs.

Please briefly describe the activities, software, and technology you utilise.

4.2 Are you aware of any plans for new ways/projects of utilisation of the ICT in the area of work and social inclusion of young people?

Please choose one:

c) Yes
d) No

If you answered Yes, please briefly describe the planned project or activity:

4.3 **Please suggest what would be an effective project/activity to be implemented in the area of support to the work and social inclusion of young people, and, in particular, of the prevention against dropping-out in your realities (country/region) in the future** (please choose all that apply):

g) Web pages specifically focused on supporting the work and social inclusion of young people, and, in particular, the prevention against dropping-out.
h) Enabling mobile access to the existing or new web pages that address the work and social inclusion of young people, and, in particular, the prevention against dropping-out.
i) Make the theme of the work and social inclusion of young people, and, in particular, of the prevention against dropping-out a component of the dialogue between the professionals in the field and the young people in the framework of the formal education or afterschool activities and supported by the ICT.
j) Utilization of social networks to strengthen the message of the work and social inclusion of young people, and, in particular, of the prevention against dropping-out.
k) Develop a programme to support the work and social inclusion of young people, and, in particular, the prevention against dropping-out, and disseminate it to young people using different ICT-supported channels
l) Other (please provide details).....

5. Section 5 – development of competences of the professionals in utilisation of ICT

5.1 History of development of your competences in utilisation of the ICT

What were the methods you have developed your competences in utilisation of the ICT up until present time? (please choose all that apply)

a) Self-teaching
b) Learning by utilising the ICT
c) Relevant e-learning courses
d) Educational courses
e) Personal consulting by a professional or a colleague
f) Other (please provide details).....

5.2 **What competences the professionals need to develop to better cope with implementation of ICT in the process of addressing the issues of drop-out from education?** Please assess the importance of the need for each competence (line item) by marking a box under the scale 1-5 (1 represents low importance; 5 represents high importance) Please feel free to add a competence and assess them similarly.

Description of competence (skill, capability)	**1**	**2**	**3**	**4**	**5**
Work with a PC and with standard software packages.					
Work with modern mobile technologies and smartphones.					
Competence in working with Internet, websites, and social networks.					
User level proficiency in specific ICT education tools					
User level proficiency in ICT mobile applications					
Competences in developing simple ICT application					
Competences in development of ICT-supported projects in the area of prevention against and of addressing the consequences of dropping-out from education.					
Add your competences (insert as many rows as you deem necessary)					