

# Catalogue of Interesting Cases

---

*Project No. 517736-LLP-1-2011-1-DK-LEONARDO-LNW*

*Grant Agreement number – 2011 – 3417 / 001 - 001*

## **Work package 3, deliverable 3.1**

December 2012

***Social Inclusion of Students/Learners with Special Needs into Mainstream VET and  
Labor Market***

---

## Table of Content

|                          |    |
|--------------------------|----|
| Brief introduction ..... | 3  |
| Denmark .....            | 4  |
| Finland .....            | 25 |
| Germany .....            | 35 |
| Ireland.....             | 43 |
| Italy .....              | 56 |
| Poland.....              | 71 |
| Romania.....             | 80 |
| Spain .....              | 86 |
| Sweden .....             | 91 |
| United Kingdom.....      | 98 |

## Brief introduction

This is the final version of the SOS Catalogue of Interesting Cases. A first draft of the catalogue was presented to the SOS Thematic Meeting no. 1, which took place in Aarhus, Denmark in October 2012. From the 65 cases in the present catalogue 15 best practices have been identified. These cases may also be found in an independent “Catalogue of 15 best practices”, which provides information about selection criteria and definitions.

All in all we have received 220 filled-in questionnaires from 10 SOS partner countries. After analyzing the questionnaires we have selected 63 to be further developed and presented in this catalogue.

| Partner        | Questionnaires provided | Cases selected |
|----------------|-------------------------|----------------|
| Denmark        | 34                      | 10             |
| Finland        | 32                      | 3              |
| Germany        | 6                       | 4              |
| Ireland        | 17                      | 8              |
| Italy          | 31                      | 10             |
| Poland         | 31                      | 7              |
| Romania        | 20                      | 5              |
| Spain          | 22                      | 5              |
| Sweden         | 22                      | 6              |
| United Kingdom | 5                       | 5              |
|                | <b>220</b>              | <b>63</b>      |

*Results of Work Package 3*

Based on questionnaires filled-in by contributors identified by the SOS partners, the cases in this catalogue have been edited and finalized by us. In some instances, the information provided in the questionnaires has been supplemented by telephone interviews or e-mail exchange. Finally, all cases have been validated by the partners, who have also accepted the level of anonymity decided in each case.

*Bo Bernes & Henrik Dethlefsen*

## Denmark

|          |    |               |         |        |                |
|----------|----|---------------|---------|--------|----------------|
| Case no. | 1  | Tags          |         |        |                |
| Country  | DK | Questionnaire | DK – Q1 | Status | Finalized case |

### 1. Position and tasks of the author

I am head of education at the Hotel and Catering School in Roskilde.

### 2. The professional context in which the author worked with the individual of this case

The Hotel and Catering School offers mentoring from one of the school counselors for adult bilingual women who are admitted to the basic VET course. This mentor scheme means that the group will meet approximately every second week for an hour and discuss the challenges of the study, student calendar, academic content, etc. The supervisor will answer specific questions and solve practical issues related to the study activities, and otherwise act as a facilitator for the women. These have great pleasure to meet and discover that there are other individuals "like them". Very often the women establish new friendships across class borders. The positive effect of this particular mentoring is great. Women achieve higher satisfaction with their course of study, increase their motivation and strengthen their capacity for handling the tasks and challenges at school and in their private life as well.

The same type of intervention has been attempted with young ethnic boys – but this was not a success.

### 3. Presentation of the individual in focus

For certain ethnic groups – especially ethnic groups of Muslim background from the Middle East – language and cultural barriers can be quite challenging and distinctive, and in particularly young boys with a Muslim cultural background are hard to get to work in the Danish school system.

### 4. Intervention in order to meet the problem

We focus on student satisfaction surveys, which are considered vital guidelines for competence development of teachers/employees [and relates to the Next Best Practice in the cooperation between the school and its students.

From the follow-up interview:

There is no "Manual for the Mentor Scheme". Mentoring is seen as an extension of the requirements of the formal government order, and is also a result of constantly trying to find new "best practices".

The foundation of the mentoring is one that respects women and has a genuine interest in helping them. In principle, men can be just as good mentors to the bilingual women, as women do. But women catch up faster with other women, e.g. through common denominators such as children and family. In addition, it is very important that only teachers who really stand up to the task, are acting as mentors.

The teachers / mentors equipped for the task by means of courses organized by the Mental Health Foundation and the Metropole University College. Sometimes these courses are delivered in the form of afternoon lectures or so-called "go home meetings".

You cannot or should not eliminate students' challenges, but you can help them e.g. in relation to the need for grief processing, need of guidance in relation to drug abuse etc., so that they work with personal problems while they are pursuing an education.

The responsibility belongs to the students, and often they can do more than they think.

### 5. Results of the intervention

The mentoring for bilinguals is praised by the participating women – however, this mentoring is not considered a retention strategy, since several bilingual women are confronted with so many challenges in their private life that they are unable to complete training at all.

### 6. Formal documentation or recognition of the case

Mentoring for bilingual women has led us to see far more nuanced than before on the mentoring program and its possibilities.

**7. Comments from the individual of this case**

The target group has been very pleased with the mentoring.

**8. Further comments**

The organization (i.e. the school) must focus on the service provided to the client (i.e. the student) and measure whether there is quality in the meeting between the school and the student. Then the organization must adapt to the student's wants and needs. This means that change management and evaluation culture should be rooted as part of the school's strategic work.

|                 |    |                      |         |               |                |
|-----------------|----|----------------------|---------|---------------|----------------|
| <b>Case no.</b> | 2  | <b>Tags</b>          |         |               |                |
| <b>Country</b>  | DK | <b>Questionnaire</b> | DK – Q6 | <b>Status</b> | Finalized case |

### 1. Position and tasks of the author

Head of Quality, Silkeborg Technical College

### 2. The professional context in which the author worked with the individual of this case

My job is to help bind the 3 vocational secondary schools (Technical College, Business College, SOSU) and Silkeborg Production School together in a network that takes a shared responsibility for potential drop-outs and ensures handheld guidance when a drop out student is to try something different in a shorter or longer period of time.

### 3. Presentation of the individual in focus

CAREER COURSE – formulated in cooperation with the pupil, in this context referred to as Søren.

The case is intended as a clarification of how our WARRANTY SCHOOL is working with retention of students and should be seen as an example of how the network cooperates in its efforts to keep students on track academically.

After an inconsistent and sometimes interrupted primary school Søren chooses on 1 August 2009 to start at the foundation course “Production and development”. Before commencing the programme at Silkeborg Technical College Søren has completed 3 training periods successfully – getting a lot of support from the regional youth supervisor. Three different companies were tested. Wrought program is then the primary desire and stainless locksmith is the dream to be pursued.

After a positive start Søren develops a habit of absenteeism. Through conversations with Søren the supervisor at the technical school gets clarity of the primary causes. Absence periods and leisure time is used in bad wrong company, and Søren may be associated with burglary, receiving stolen goods and cannabis sales. Thus, there must be a period with another offer that supports Søren in his desire to complete an education.

In the period (01.06.10 to 02.07.10) an offer of shared basic course in collaboration with the Production School is established. Focal points are agreed between the supervisors at the two schools: Personal skills – work and motivation are the key words here. A link to a “Green Educator” is therefore considered appropriate. The period is then evaluated – but Søren is not assessed to be “ready” in relation to education. Decision is made on enrollment in the Production School (July 2010). Here there is now focus on stability, leisure and well-being in general, and contact is established to appropriate authorities.

Through the above process, there has been a constant collaboration between many parties. Network meetings, interviews-of-concern and follow-up meetings have been implemented regularly in the WARRANTY SCHOOL (cf. section 8) Søren has been shown a lot of interest, but also concern has been expressed. And all the time it has been discussed what would be sustainable and best practice in the process.

After six months with the above scenario is Søren ready for a fresh start at a technical school. – Just before study start, a new series of meetings with focus on objectives and course level has been conducted (11.11.10).

17<sup>th</sup> January 2011 Søren starts the course and completes it 6 months later on 24<sup>th</sup> June. There has been absence down the line, but the supervisor has constantly been present in order to guide Søren, who is proudly looking forward to the completion of the basic course. Then there will be followed up on what options are now available for him in the future.

### 4. Intervention in order to meet the problem

Cf. case description.

An important “coordination tool” is a good cooperation in the VET network of the Warranty School in Silkeborg, i.e. the Technical College, the Business College, the SOSU college (social and health care college) and youth education counselors from Silkeborg Municipality. Representatives from these institutions meet 4 times a year. There is no fixed anchor. The role as Coordinator or Convener of the meetings rotates in the network. Each institution is represented by a manager and a student counselor, and in this forum general principles as well as specific case studies are discussed in order to qualify the work.

The Warranty School and its network is quite unique. – One of the intentions of the collaboration is to create “handheld guidance” of the students. Another result of the collaboration is that it provides great flexibility for the students ...

The scheme is paid by the public support for guidance activities.

**5. Results of the intervention**

Cf. case description.

**6. Formal documentation or recognition of the case**

The four educational institutions and Youth Guidance Silkeborg expand the cooperation further, and is known as the "Warranty school" in Silkeborg. The concept has drawn attention from other municipalities, and representatives of the Warranty school have over the last few years given 10 to 20 presentations on the concept in other municipalities. Further, a delegation from the Ministry of Education has been visiting in order to study the concept. They were very happy with what they saw.

**7. Comments from the individual of this case**

n.a.

**8. Further comments**

More details on The Warranty School concept at: <http://www.uusilkeborg.dk/flx/garantiskolen/>

|                 |    |                      |                 |               |                |
|-----------------|----|----------------------|-----------------|---------------|----------------|
| <b>Case no.</b> | 3  | <b>Tags</b>          |                 |               |                |
| <b>Country</b>  | DK | <b>Questionnaire</b> | DK – Q9 / QTF40 | <b>Status</b> | Finalized case |

### 1. Position and tasks of the author

I am employed as a project assistant / coordinator in a collaborative network between a humanitarian organization (Netværket Den Helheds-orienterede Indsats) and one of the trade unions (3F). My task is to establish contacts between young people at risk and the construction industry in order to establish unpaid internships with construction companies, and to help with educational guidance and support during the internship. The ultimate goal is to help these young people to become enrolled in formal education in the construction industry.

The project has been launched recognizing the fact that the construction industry will soon be lacking manpower, in a situation where young people are lacking practical internships with possibility of physical work.

### 2. The professional context in which the author worked with the individual of this case

A young individual has a difficult background. Has been placed outside the home, diagnosed with ADHD, abuse, spotty criminal records or the like. He once started an education, but is thrown out because of absence. I must try to find an internship, which can accommodate him, and where there is a person who is willing to take on a mentoring task in relation to the young fellow. Here he must have the opportunity to prove that he can adjust to the workplace mentality, meet on time and do his job.

### 3. Presentation of the individual in focus

It is part of our concept that we do not scrutinize the youth's past, and when I know anything special about this particular young man, it is only because we chose him as a "success story" for our project evaluation.

He is 22 years old, handsome, smart and charming – and cohabitating with his girlfriend. Due to unspecified problems he has, for a period of time during his adolescence, been placed outside his home. He is diagnosed with ADHD, which apparently has tormented him much during adolescence. His condition is now under control via medication. Without medication, he has a hard time controlling his temper, which brought him into conflict with the law. He has an occasional, unspecified use of drugs ("self-medication" as he calls it).

Last year he started an education, but was expelled after a few months due to absenteeism and misbehavior. Then, through a referral from a municipal social worker, I came in contact with him.

### 4. Intervention in order to meet the problem

After a thorough "visitation interview"\*, which primarily aims at clarifying whether the youngsters belongs to my project or not, I took the young man with me on a visit to a smaller construction site relatively close to his place of residence. In the construction gang were two people working with concrete, who had both completed a brief mentor training in 3F, and who I know are spacious and socially conscious people. After a tour and an interview in the shed with the two mentors, it was decided that the young man should start immediately. A shared commuting scheme was organized on the spot.

Next step in the process was buying him some professional working clothes, because it is important that the young fellow do not stand out from the rest of the gang. Then he is ready to start.

Gang structure and mentor training is the cornerstone of our project. Without a positive recipient culture in the workplace environment we would never be able to inspire young people to the necessary courage and self-confidence, which is a precondition for these vulnerable youngsters if they are going to have an education and find their place in the labor market.

\* Visitation interviews are not intended to drill in the past, but to uncover the general skills and competences. They also highlights conclusions such as: Does it make sense to invest resources in this particular youngster? Can you trace some form of motivation and readiness for work?

### 5. Results of the intervention

The young man in the present case has met for work on time ever since day 1 (he is picked up at his residence). He has been engaged in the learning process at the construction site and fell well into the gang. He quickly became well-liked by his colleagues (which he was told). I arranged for a few weeks a meeting at the technical school of his former teacher, his mentor and the young man himself, where it was agreed that he could go back to school and take the remaining part of the school year. It was also agreed that he would continue to have contact with his mentor during the school year. It has now been completed and the young



started as an apprentice in the same company – and there are no problems at all.

The local daily, Aarhus Stiftstidende, has written a few articles on the young man and his experiences.

#### **6. Formal documentation or recognition of the case**

Since our entire project is funded by the Local Employment Committee of Aarhus & Samsø, it is a condition that the project will be evaluated by an external evaluator. The project has just received funding for a further two-year period. The evaluation can be found (in Danish) on the DHI website [www.dhinet.dk](http://www.dhinet.dk).

There are many projects similar to this. The construction gang (on the building site) is the cornerstone of our work with young people. The youngsters are measured on attendance and on their commitment to the work. “Delivering the goods” here means that they are quickly accepted as member of the group, since the construction gangs in Aarhus is part of a larger network where the gangs communicate and socialize.

The youngsters are meeting honesty and direct communication offered by excellent role models, several of which actually have a troubled past themselves.

British trade unions have similar relationships with major construction companies in the UK. DHI would like to go international, and has plans to try to find partners in Germany, Sweden and the Netherlands.

#### **7. Comments from the individual of this case**

n.a.

#### **8. Further comments**

n.a.

|          |    |               |                 |        |                |
|----------|----|---------------|-----------------|--------|----------------|
| Case no. | 4  | Tags          |                 |        |                |
| Country  | DK | Questionnaire | DK – Q12 /QTF41 | Status | Finalized case |

### 1. Position and tasks of the author

We are employed by the Green Academy Aarhus as lecturer in agriculture/zookeeper education and social-pedagogical “chaos pilot”, respectively. We are affiliated with the basic course in vocational training. It is our responsibility by means of co-operation to ensure that the professional competencies are achieved and that students are thriving, find their motivation and are retained in the training programme.

### 2. The professional context in which the author worked with the individual of this case

Our task has been to motivate and retain the young man in education. Especially the academic and theoretical part of the training was to him really hard – and we had to find ways for him to learn and create structure, in a way that was not too confusing.

### 3. Presentation of the individual in focus

The case is focusing on a young guy with a diagnosed developmental disorder. He is a well-behaved and good guy – but he meets great difficulties when it comes to the academic part of the program. He is affected by dyscalculia and is very dyslexic. There is good support from home, which helps him in everyday life. He is insecure and worried, however - he easily becomes confused and doubtful of teaching content and his own abilities. He thrives in the practical training, but need additional explanations and structure – he has a really good attitude when receiving instructions in how to perform specific tasks.

### 4. Intervention in order to meet the problem

The actions undertaken towards the student is based on the concept of “Waterhole pedagogy”, which is a teaching method that takes a starting point in a number of well-known pedagogical principles, but combines them in a new and different way. That is, the principle of practice-oriented and holistic education combined with teaching differentiation.

This teaching concept is supported by a person centered approach, when it comes to individual guidance given to the students. The support with respect to the individual in this case has included a focus on: 1. many conversations and interviews, 2. presence and availability of the student, 3. encouragement and confidence. Teachers have exercised patience in explanation and provided extra support, especially in the introduction of and execution of written assignments. We have found other routes of explanation, and we have continued until the message was well understood. Stressful situations have been avoided and mutual willingness to keep appointments and deadlines has been emphasized all way through. It has been very difficult, however, to maintain the student’s focus to the written assignments in particular, since he has an aversion towards the use of assistive devices. The practical approach to training has resulted in the raising his self-confidence and self-esteem. To find yourself among other young people with different challenges, but still like-minded, and experiencing yourself as the “strongest” or most competent highly affects your self-esteem.

### 5. Results of the intervention

The result is that the student in this case was advised to take the prolonged course. In the transition between two levels, he was doing placement in a farm enterprise. Here they were very happy with him, and wanted to set up a formal training agreement. Since this requires an extra effort from the farmer in order to support a student, we launched a mentoring scheme where the municipality reimburses the farmer for an additional 5 hours of labor a week. When the student is ready, he returns and completes his basic course at school. He is now a young man who exudes confidence and joy.

### 6. Formal documentation or recognition of the case

The differentiating approach to students and the special structure around the “Waterhole pedagogy” is widely recognized by business partners externally as well as internally.

It should be noted that the present individual case is merely one out of many.

### 7. Comments from the individual of this case

The expression in his eyes; meeting a young man who has developed from shy, fairly closed and uncertain of himself into a confident, open-minded person trusting the future.

Expressing their gratitude his parents have said that this change had not been possible without the special efforts offered by the school and the trainers. The farmer has got a very good student and really enjoys seeing what fine opportunities he is creating for a young person.

The municipality sees a young man blossoming, being retained in training and hence out of the municipal support system. The effort is invaluable for the municipality and for the young man as well.

#### 8. Further comments

This is a short introduction to "Waterhole pedagogy" as it is performed at the Green Academy Aarhus.

Referring to the example mentioned above two initiatives were implemented: 1. support in order to make him improve his reading and writing skills; and 2. establishing a visible and clear structure for his educational activity based on a holistic, practical and differentiated type of instruction (which actually constitutes the main principles of Waterhole pedagogy). What it means in practice may become more clear in the following description:

"The radio, which is attached to teacher NN's jacket, is scratching. Through the device, he is in contact with other teachers and students spread out over the 70 acres of land where would-be animal keepers, farmers and agricultural machine operators are trained. The radio saves everyone involved a lot of walking. The teacher is never more than a button click away, and can quickly and continuously coordinate, align and follow up on the many different educational activities in progress.

Two days each week, students perform the daily care of the livestock and arable farm land. With the learning objectives defined by the Government order as the basis a series of practical tasks and duties – called log assignments – have been defined. The specific combination of assignments for each student is composed from a "Catalogue of log assignments", and varies depending on the specialty, which the student wants to strive for later during the program: One student, who plans to do internship in a machine pool is working with the seeder; another one, who wants to work as a zookeeper, is working with the school farm's collection of parrots. Thus, within a given framework, the students are constructing their own curriculum according to their educational desire. The work with log assignments ends with a log exam, which must be passed before the student is granted access to the next period of education.

Students, who participate in this program, have various practical and theoretical experiences and represent many different training requirements. Some of them elect a 20-week course; others turn to the optional 40- or even 60-week course. This places extremely high demands on differentiation of instruction. The solution to this is what we call "pond pedagogic" or "waterhole pedagogy". Teachers illustrate it for the students, by describing the overall sum of log assignment as a series of ponds or waterholes, which students have to visit and where they are supposed to get knowledge and learning. The order in which to do the assignments and the pace is decided by the students themselves. A teacher says that the differentiated instruction makes it much easier to address students' individual needs, and thereby to achieve a higher level of motivation and satisfaction among students.

Most of the time students are working in teams. In addition to practicing collaboration and communication, the group work serves as a kind of peer training. Students support each other in the learning process. Some are good with technical stuff, but not skilled in reading. Others are good in reading, but lack skills when it comes to technical matters. In this way students are also trained in combining their skills as part of the learning process.

After each week's training students must complete a logbook. It serves several purposes. Firstly, it acts as a kind of work manual for the student. Secondly, it stimulates the student to reflect on the interdisciplinary aspects, i.e. the relationship between project training and other subjects taught, e.g. biology and the subject "learning, communication and collaboration". Thirdly, the logbook encourages the students to reflect on their own learning process and how personal goals and skills can be developed, e.g. how to improve working with the other students in the team. Last but not least, the logbook is an important communication and evaluation tool between the individual student and the teacher in relation to student progress. It is here, the teacher can get a feeling for need of intervention, e.g. if there are imminent problems in the cooperation between the students. It is also in the log book the teacher can observe how the students develop, and deduce how to target his support and assistance to them."

Particularly in relation to the discussion of the causes behind early school-leaving (are the students "drop-outs" or "push-outs"?), the individual approach to students in combination with a specific teaching concept such as Waterhole pedagogy is worth highlighting, basically because it is focused on meeting students in their proximal development zone. This means, that we can maintain the individual approach no matter if they have one or another learning preference. By that we provide them an opportunity for releasing their potentials – and stay motivated ...

Thus, the Waterhole pedagogy is contrary to many other initiatives and experiences regarding this group of students. Often, these methods are based on "patching the wheel" when it is punctured, while we try to run a road where the risk of puncture is less.

Currently, a pilot and development project entitled "Waterhole Pedagogy & Transfer" is being implemented in several vocational schools. The project is funded by the Ministry of Education and is expected to be completed by the end of 2012.

Waterhole pedagogy has been highlighted as an outstanding “best practice” by the Ministry of Education's “Quality squad” during its inspection in 2011.

Links will be uploaded in the near future.

|                 |    |                      |                  |               |                |
|-----------------|----|----------------------|------------------|---------------|----------------|
| <b>Case no.</b> | 5  | <b>Tags</b>          |                  |               |                |
| <b>Country</b>  | DK | <b>Questionnaire</b> | DK – Q18 / QTF42 | <b>Status</b> | Finalized case |

#### 1. Position and tasks of the author

Production manager at Grundfos, a global company providing modern solutions within hydro and pump technology.

#### 2. The professional context in which the author worked with the individual of this case

n.a.

#### 3. Presentation of the individual in focus

n.a.

#### 4. Intervention in order to meet the problem

The case introduces the idea of a comprehensive CSR policy in a large-scale company, which can be traced back to key company values, which – to a large extent – has been defined by the founder. The Grundfos CSR applies in all its branches all over the world, although they may look a little bit different from country to country. In Germany, for example, different government support schemes are integrated in the CSR. In Hungary – and in Denmark as well – Grundfos has established a flexible workshop providing job opportunities for various groups of challenged individuals. In other countries, the law constitutes a hindrance for some of the CSR measures, but all Grundfos companies are required to take social responsibility.

Cf. Grundfos CSR manual: *Få hånd på praksis – En guide til indslusning i virksomheder* ("Get hand on practice - A guide to inclusion in companies" – only in Danish language).

#### 5. Results of the intervention

n.a.

#### 6. Formal documentation or recognition of the case

n.a.

#### 7. Comments from the individual of this case

n.a.

#### 8. Further comments

A key value in Grundfos is: Focus on People, where the notion of an inclusive labor market constitutes a part of that focus. It is, however, decided locally by Grundfos-owned companies and subdivisions how to interpret the overall focus. Apart from the core values the company employs no global policy in this respect.

Grundfos is involved in various local projects regarding the inclusive labor market. Here are two examples:

##### **Germany: Grundfos Pumpenfabrik GmbH**

has projects involving cooperation with schools and local community. It is also working with the inclusive labor market. It is not clear, however, if these projects focus on students with special needs.

##### **UK: Grundfos Manufacturing Ltd.**

is involved in a project partnership with Portland College in order to provide work experience to youngsters aged 16 to 19. Focus is on individuals who experience learning difficulties and in some cases have profound and multiple difficulties including complex medical needs.

|                 |    |                      |          |               |                |
|-----------------|----|----------------------|----------|---------------|----------------|
| <b>Case no.</b> | 6  | <b>Tags</b>          |          |               |                |
| <b>Country</b>  | DK | <b>Questionnaire</b> | DK – Q22 | <b>Status</b> | Finalized case |

### 1. Position and tasks of the author

I am job consultant in the Integration Department in Odense. My daily work is mainly to help very weak citizens finding motivation and then an internship, hopefully with subsequent job opportunity. The young people I work with are often former criminals, or persons facing abuse or difficulties related to being integrated in Denmark.

### 2. The professional context in which the author worked with the individual of this case

The young man has for a long time been in a municipal project for which I act as a job counselor. It has been my task to motivate him to change his lifestyle and help him out of his criminal career. I have launched internships and subsequently a job with wage subsidy, which I then had to keep him in.

### 3. Presentation of the individual in focus

The person arrived in Denmark 12 years ago, that is in 1999 from Somalia. He started in a “reception class” and then proceeded to the ordinary classes. His mother still lives in Somalia. As the only one of his siblings he lived together with his father in Denmark. The others are still in Somalia.

He did not attend school regularly when he became teenager – at some point he went to Somalia for 8 months and later to England for 6 months because he had got himself involved in crime. He was kicked out of school due to absence and has only completed the 8 grade. The person's criminal record is not clean, but contains sentences for violence / aggravated assault, as well as some sentences related to the Arms Act. Mohamed has participated in short VET courses at the local Training Centre for Adult VET where welding has caught his interest.

At the beginning of the course organized by “Nettet.Nu / Ta 'Fat” he was very unstable, but after a number of interviews this changed significantly. Gradually, he became very active and motivated to get a job. At the moment he rejects the possibility of entering into formal education. The person's major motivating factor in changing his lifestyle has been his new role as a father. Role model and accountability are issues that have often been discussed in interview sessions with him.

Previously he has been involved in riots in Vollsmose (a ghetto district in Odense) and he has also been affiliated with the “Bøgetorv incident” (a problematic square in Vollsmose). During the time I worked with him, he has not been involved in anything.

This individual has become homeless and is now struggling to keep his job. It will be impossible for him to keep the job if he doesn't have a home and there is a serious risk that he will lose his job and return to crime. He is already sharing accommodation with one of his former “good” comrades from Bøgetorvet.

### 4. Intervention in order to meet the problem

The person has been through more than 15 coaching sessions with me and has now found the motivation to get on with his life. Subsequently, I found an internship meeting his competence level, and I visited him at least 2 times a week. Further, I have assisted this citizen with all tasks related to the public authorities.

### 5. Results of the intervention

He has no longer any criminal activity; he has moved in with his girlfriend and takes full responsibilities as a father. He says that having a job to do thereby earning money for the family, makes him proud. He really feels that his son can look up to him as a good role model. He has started to talk about the possibility of getting an education as a welder, when things have been settled a little bit and he get money in the box. The employer says that “He has settled in well at the job, and that he has learned how to behave. He has learned the importance of keeping the time, appointment and agreements.”

### 6. Formal documentation or recognition of the case

n.a.

### 7. Comments from the individual of this case

“Before, I never thought I would get to live a normal, secure life. I was always out in the shit. It has just worked super well for me with the same job counselor all the way through and the many interviews. Now I'm at work – something I never thought would succeed for me.”

**8. Further comments**

n.a.

|                 |    |                      |                 |               |                |
|-----------------|----|----------------------|-----------------|---------------|----------------|
| <b>Case no.</b> | 7  | <b>Tags</b>          |                 |               |                |
| <b>Country</b>  | DK | <b>Questionnaire</b> | DK – Q23 /QTF23 | <b>Status</b> | Finalized case |

### 1. Position and tasks of the author

I am employed at Danfoss apprentices department and provide the vocational education and is responsible for the practical part of Danfoss's social responsibility.

### 2. The professional context in which the author worked with the individual of this case

My job with the young people is to make them stable when it comes to meeting on time. Also, it is my responsibility to maintain their well-being in the department and teach them the written and unwritten rules that exist in the workplace.

### 3. Presentation of the individual in focus

The young man in this case was on the brink of involving himself in crime. He had had a childhood marked by alcohol abuse, violence and general neglect of care. When 19 of age, his mother had left him and his younger brother in a miserable house, leaving for Funen in order to stay with her new boyfriend.

### 4. Intervention in order to meet the problem

It was important to build a relationship with the young man in order to establish a common narrative that we can work on. Mutual balancing off our expectations was also important in order to establish clear lines in-between us.

Union representatives are trained as mentors, and it works well when they are talking with young people (it is a highly recommendable system).

### 5. Results of the intervention

Through this process of socialization it became possible for the young man to take care of a permanent job. This meant that he could change his initial housing to permanent housing and join our lunch arrangements at Danfoss. Subsequently he has become a permanent employee until he enters military service (as he plan to do in due course).

### 6. Formal documentation or recognition of the case

The mentor system is not documented or formally implemented at Danfoss. But it is part of the daily practice, that young people are mentored systematically by senior workers, i.e. union spokespersons at Danfoss A/S.

One can design many approaches how to deal with young people. But the key is that the professional "care-takers" must be visible and really want to work with young people. Building personal relationships destroy the barriers between people. And only after that, it becomes possible to correct their behavior and make them aware of the signals they send to the outside world.

### 7. Comments from the individual of this case

The young man was very happy to get a job that would allow him to get on with his life and replace his marginalized life-style.

### 8. Further comments

From the follow-up interview: The activities referred to are launched primarily at the Danfoss production site in Nordborg, but they also have responsibility for other departments of Danfoss in Denmark. Company management wants the company to take social responsibility.

We are talking specifically about a trainee scheme for 15-18 year olds, with an overall objective of social inclusion in the labor market. The department responsible for the trainee scheme takes care of advertising, recruitment and marketing, but the work itself with a concrete individual is solved by the ordinary departments.

The Danfoss scheme includes collaboration with project "High Five".

In total, Danfoss accepts 150 apprentices and office trainees per year at its factories in Denmark (with an expected 5% drop-out rate). But nowadays many of the unskilled jobs are outsourced, and it has often been through the unskilled jobs that it has been possible to help young people at risk into the company.



|          |    |               |                  |        |                |
|----------|----|---------------|------------------|--------|----------------|
| Case no. | 8  | Tags          |                  |        |                |
| Country  | DK | Questionnaire | DK – Q27 / QTF43 | Status | Finalized case |

### 1. Position and tasks of the author

I am a project consultant in project “High:five”, which helps young people with criminal record to get (back) into work or training. My job is to keep visitation interviews with young people to determine whether they meet High:five's 4 requirements (they must be motivated, they must be out of crime, they must be drug free and they must have a place to live). In collaboration with young people and professionals around the young (social workers, probation officers, support/contacts, mentors, etc.) we establish training, job placement and/or activities with wage subsidies. In addition to the young people we help in specific job/training, we also mentor a lot of young people, in relation to how they can move forward/search for a job etc.

### 2. The professional context in which the author worked with the individual of this case

This young man contacts High:five having been asked to do so by his case officer in the municipality. He is skilled and has had jobs on ordinary terms for several years, but due to untreated work injuries and a car accident he had gone on sick leave for an extended period. In that period he got a sentence for violence. Due to his injuries, he has become approved for a flex job, and when he comes to me, he is marked by resignation. He would just like to have a job so that he can earn money and gain control of his economy, which is pretty chaotic, but his injuries put severe limitations on his options. It's my job to find out whether we in the project have the opportunity to help him (he meets the requirements) and if so, with what.

### 3. Presentation of the individual in focus

The person, a young man of 26 years, is skilled and has for several years been doing very well by himself. When he – four years before I meet him – is being sent on sick leave due to untreated injuries, he lives a fairly well-functioning life. He is diagnosed with ADHD, has been briefly hospitalized in a psychiatric hospital in the early teens, and has according to himself been investigated for anything – without anyone being able to find out what is wrong with him. He gets medication for his ADHD, but he is not taking it because it makes him hyperactive. He has tried other types of medication, but nothing has worked for him. The young man says that he has always had trouble with sleeping and that he gets sleeping pills in order to sleep at night. He has had a solid substance abuse, but has stopped it on his own. I find out later that he was still smoking marijuana once a day in order to “keep track of his thoughts.” At the time he had entered a positive development and I assess that the development could eventually lead him to a complete stop of his abuse. – For that reason I choose not to throw him out of the project.

It is my experience that the young man has some mental challenges for which he never got the right assistance. Cannabis consumption is probably an attempt of “self-medication”. He does not have a particularly close relationship with his family and is largely left alone. He has some friends, but all have substance abuse of various kinds, which is why he tries to avoid them.

It is my experience that he needs to get started with something – a job or training – so that he will not have so much time alone. He spends a lot of time on physical training, but apart from that he is practically doing nothing. He is categorized as a match 3 (not-ready for intervention) by the authorities and therefore not activated by the municipality.

When the young man turns to High:five, he has been released for 3 months after serving a sentence of 4 months for violent behaviour.

The biggest challenge in terms of education/job is his temper and lack of ability to communicate. He excites himself easily when he feels thwarted or misunderstood (which he does very often) and makes himself unpopular with many of those people actually trying to help him.

### 4. Intervention in order to meet the problem

I'm accompanying the young man to an open house event at the technical school in order to learn more about an education that can top-up his present education (Which he cannot use anymore due to his injuries). The program builds on the knowledge he already has, but is less physically demanding. Thus, he will not be limited by his injuries, but still be able to draw on his interest in drawing and computers. Moreover, going to the same institution where he took his first training, he is quite familiar with the place. I help him fill out an application form. Since the degree program will not start until 6 months later, I register the young man on a course, which according to the technical school is considered a good preparation for subsequent training. When the young man is unsure of the type of work the planned training is actually leading to, I organize an internship in a company after he has finished the course. Here he may be allowed to try smaller tasks within the profession. In addition, the company offers the opportunity to get a formal internship as part of his education, when the time comes – provided that it goes well in the test period and that he fits properly to the company duties. The young man is noticeably motivated by the fact that somebody 1. will give him a

chance and 2. appreciate his professional knowledge.

#### 5. Results of the intervention

There is still one month till the young man can start training, and we are still waiting confirmation that he is accepted by the school (we expect him to be admitted). He is now in training at the company, and it goes very well. He has changed noticeably and now appears positive, clear and with greater confidence to the future. There is still some way to go, but from being a “match 3” and approved for a flex job at the age of 26, he is now in employment and on his way into education. The expectation is that he will be self-supporting – and unlike his previous beliefs he now actually trusts that he will be able to succeed.

#### 6. Formal documentation or recognition of the case

<http://highfive.net/en> is the official introduction to the project on the internet.

Since 2006 project High:five has been evaluated annually by DISCUS A/S, where the effect of the action is documented. Evaluations may be available on <http://www.discus.dk/> (DISCUS is a consulting company that deals with human resources in the labor market. It provides solutions for public and private companies and business networks; for job centers, municipalities, regions and employment councils, ministries and agencies as well as trade unions and other organizations.)

The Danish Agency for Labour Retention and International Recruitment is a new agency under the Ministry of Employment. The agency was formed in February 2012. Evaluation of High:five is available at the agency website:

<http://www.sfr.dk/da/OmSFR/Nyheder/Forsidenyheder/Arkiv/2012/09/Evaluering-HighFive.aspx>

The evaluation was conducted by Ramböll, an international advisory company dealing e.g. human resource development (<http://www.ramboll.com/>). In their report the evaluators concluded:

“Overall, the evaluation shows that the expected return on High:five mainly consists in a greatly reduced likelihood of recidivism. For target groups already having a sentence, it is between 27 and 30 percent who receive a new sentence again within the first year after starting in High:five. Compared with the corresponding control groups, the probability of relapse is between 54 and 63 percent less, which is considered as a significant reduction.

In relation to education and employment, the results are more different. High:five addresses three audiences: Target group 1) is known to the police, but not yet convicted for any offenses. Target group 2) has committed petty crime and therefore has a criminal record. Target group 3) is serving or has recently served a prison sentence. The groups have in the years after the start of the High:five an average self-support rate of between 55 and 70 percent, i.e. the target group as a whole has been self-supporting, respectively 55 percent (Target 2), 59 percent. (Target 3) and 70 percent (Target group 1) of the time during the first year after the creation of jobs or training match.

However, only the target group 3, i.e. young people who have come into the project while serving the sentence, that self-support rate is greater than the one of the control group [ 2 to 3 percent ... ]

The difference may seem small, but must be seen in the context of High:five being initiated at the beginning of an emerging recession, which probably made it even harder for young people with a criminal record to find a permanent job. This is supported by High:five’s own experience.

The limited effect in terms of employment does not mean that High:five’s efforts have made no difference to the actual young people who have benefited from the project. As mentioned, the target groups were self-supporting between 55 and 70 percent of the time during the first year after starting in High:five, and the creation of jobs and training match for these young people is believed to have played a major role in this. This is supported largely by the qualitative analysis and existing knowledge. In this connection it should be emphasized that the evaluation shows that High:five’s effort with job creation and education match is working well and that there is generally a very high level of satisfaction with the project efforts among the relevant partners at the Prison and Probation Service, Police and municipalities and among enterprises.

When effects are not more significant than is the case, it indicates, however, that alternatives to High:five’s action, i.e. employment-related efforts which the young receives via job centers, achieve as good or almost as good results in terms of employment as High:five.

The discrepancy between the great crime prevention effect as High:five seems to have, and the more modest effect on the self-support rate, may be due to the fact, that High:five participants in advance are motivated to get out of crime. The project is considered to play an important role in maintaining and strengthening this motivation, including giving young people some opportunities and a belief in themselves that they can use to get ahead in life.”

**7. Comments from the individual of this case**

No.

**8. Further comments**

n.a.

|                 |    |                      |                  |               |                |
|-----------------|----|----------------------|------------------|---------------|----------------|
| <b>Case no.</b> | 9  | <b>Tags</b>          |                  |               |                |
| <b>Country</b>  | DK | <b>Questionnaire</b> | DK – Q30 / QTF44 | <b>Status</b> | Finalized case |

### 1. Position and tasks of the author

We are educators, as well as development and process consultants and our primary functions are to teach young VET students in mental health, mental illness and drugs. Further, we work with the qualification of teachers and social front staff, in order to enhance their professionalism in relation to educational and guidance work with vulnerable young people. In addition to these tasks, our functions contain assignments as process consultants and support to schools and organizations in policy development and emergency response in relation to vulnerable young people.

### 2. The professional context in which the author worked with the individual of this case

Every year we meet around 2.000 VET students in dialogue-based teaching in metropolitan Copenhagen. Out of these 10-15% are looking for our subsequent guidance and counseling. We cannot come up with a concrete example, but prefer to highlight some key trends/issues in relation to young students in Denmark. Issues that directly or indirectly have impact on their well-being and on their education:

- Lack of adult / pointers / role models
- Sadness
- Loneliness
- Stress
- Abuse
- Psychiatric problems
- Conflicts in family / circle of friends
- Injuries

### 3. Presentation of the individual in focus

Specific examples are provided in CEFU's evaluation of the project. Good descriptions can be found here. The informants are young people who have been through concept. For a specific case, please refer to the Intervention box below.

### 4. Intervention in order to meet the problem

Here is a case that is about Johnny, aged 18, who is a basic student at the web-integrator programme at a technical school. Johnny had not been attending the programme for a long time before a teacher made me aware that he was really bad. This was reflected in the fact that he had a hard time concentrating on teaching. And it was difficult for teachers to get in touch with him. Further, he was not able to adapt socially in class. Despite this, he showed up every day, and teachers could see that he really struggled to be there.

Johnny and I had a conversation, and I could understand from him, that he really wanted to participate in the training, but that it was very difficult for him to focus and concentrate. It was also very difficult for him to communicate and have eye contact. Johnny lived at home with his mother and I was allowed to contact her.

She told me that Johnny had always had it really hard and that he had received antidepressant medication from his doctor. We talked about that it might be an idea to get Johnny examined. It happened pretty quickly, as the mother paid for it herself. It turned out that Johnny suffered from ADHD. Consequently, he was medicated, which actually meant that he got better from one day to the next. Now he was calm, happy and focused and suddenly began to great teachers and classmates.

After some time his medicine was regulated, which meant that he had a relapse. He got it bad and was completely knocked out. I therefore contacted his youth education counselor, and we arranged a meeting with her, Johnny and his mother. At the meeting, we agreed that Johnny was too poor to be able to carry on with the web-integrator training. Therefore, we decided to work on the possibility, that he got another offer, e.g. at a practically-oriented production school or as a "STU-programme" (i.e. an individually designed educational programme).

While this was investigated, Johnny, at his own request, still attended the school. I had many ongoing conversations with him and his mother. Johnny's contact teacher and the teacher group, who had him in class, were involved throughout the process. All agreed that he should be helped further in the best possible way. On a regular basis, we kept each other informed on the progression of his case.

Johnny is now on a STU student, and we hope, that this programme will make him ready for further training.

---

In general, a key feature of our meeting with young people is to offer present advice and uncover some of the challenges and problems that may “shadows” for the well-being and often affects their ability to study and work in education-related social activities and groups. Next, we focus on “bridge building” for internal (counselor, mentor, contact teacher, school psychologist, homework café, etc.) and external systems (social services, voluntary organizations, psychiatry, etc.) This work is very pragmatic and practical, and is not done only with a brochure or a phone, but as an active effort to the young person having a specific agreement with a specific person. Furthermore, we think of building bridges with the young people's own network.

The Psychiatric Foundation (Psykiatrifonden) comes from outside and is anonymous, which also allows for anonymity. Our staff is not the system's extended arm. Advice is based on the life arena of each young person – and a platform is established in the youngster's own life-world.

Psychiatric Foundation trainers provide themes that are relevant to young people (meet them at eye level). How is it to be young? What does it mean to be young? Risk scenarios? Focus on the action-oriented, bring issues into play. The Psychiatric Foundation is also experts – and has the tools to understand / reformulate life themes of young individuals and from there create dialogue, identifying and presenting concrete action opportunities for young people.

The Psychiatric Foundation helps to create an environment in schools that can support the vulnerable youth development through interaction between youth challenges and youth resources.

Inspiration is picked from the cognitive / systemic / narrative psychology. And the following tools are used:

- Hedging phase – linear questions: what is at stake, the narrative, validation of youth reality. Let the youth speak, without the youth being locked into an inappropriate self-understanding.
- Outsourcing: Ensure objectivity in order to provide space for reflection of the young.
- Solution-oriented – in the operational phase use of reflective questions, and identifying options for actions based in the life of the young person. – Systemic approach in relation to the network.
- Attention to whether a match exists between the challenges met by the young person in the various scenes, he appears on.

The Psychiatric Foundation also facilitates institutional development, e.g. in terms of setting up a contingency or emergence plan. The contingency plan is to underline that all school employees have duty to act when encountering potential drop out students in the classroom and at school. Cooperation with the Psychiatric Foundation has contributed to a fundamental understanding of the problem, which has meant less reluctance in meeting with the potential drop out students. The consultants from the Psychiatric Foundation have with their “appreciative approach” have been extremely talented, to include through teaching, in a professional and efficient way to get things moving, also among teachers who displayed resistance to it.

A method as highlighted is “Talk about it” – see also the link: <http://www.youtube.com/watch?v=SS7yR894x94>. Further, here is a link to the contingency plan at Copenhagen Technical College: <http://www.kts.dk/frederiksberg/index.asp?afd=24&sid=2769> (in Danish).

## 5. Results of the intervention

We are regularly evaluated by young and professional and detailed evaluation of the results of our interventions can be read here:

[www.cefu.dk/topics/evaluation-of-project-welfare-to-eud.aspx](http://www.cefu.dk/topics/evaluation-of-project-welfare-to-eud.aspx)

## 6. Formal documentation or recognition of the case

We are regularly evaluated by young and professional and detailed evaluation of the results of our interventions can be read here:

[www.cefu.dk](http://www.cefu.dk) (Centre for Youth Research – Pedagogical University of Denmark)

[Hent Psykiatrifondens anbefalinger her](#)

[Hent CeFUs rapport her](#)

[Hent slides fra Psykiatrifondens konference](#)

#### **7. Comments from the individual of this case**

n.a.

#### **8. Further comments**

Centre for Youth Research has followed and evaluated a project for The Psychiatric Foundation on "Support for vulnerable students" in vocational education.

The Psychiatric Foundation launched in 2009 its "Vocational Project" with support from the Ministry of Education. The project aimed to upgrade vocational school teachers and counselors through increased knowledge and understanding of specific tools to support vulnerable young people through education.

Experience of the project showed that there is a great need for knowledge and methods that can qualify the VET system's support to vulnerable students in education, but the project clarified at the same time, the need for more structural and organizational anchored activities aiming at methods supporting schools' development and implementation of best practices in relation to support to psychologically vulnerable students and those with substance abuse problems.

As a result of this project, "Project Wellbeing in VET", which is also supported by the Ministry of Education, was initiated. The project focuses on vocational schools' work to support and retain vulnerable young people and young people with substance abuse problems in education. CeFUs evaluation of the project has been designed to monitor and document the development and assess the project's effects in relation to developing and testing a welfare policy as well as an alcohol and drug abuse policy in two selected business schools for the purpose of establishing a good practice. The evaluation is designed as a qualitative process including participant evaluation and is mainly based on observations of project activities and focus group interviews with project participants.

The project was launched in early 2011 and in March 2012 followed the publication of "Support for vulnerable Student. – Recommendations for development and implementation of policies in VET schools". At the same time the evaluation report from Centre for Youth Research was published.

|                 |    |                      |          |               |                |
|-----------------|----|----------------------|----------|---------------|----------------|
| <b>Case no.</b> | 10 | <b>Tags</b>          |          |               |                |
| <b>Country</b>  | DK | <b>Questionnaire</b> | DK – Q34 | <b>Status</b> | Finalized case |

### 1. Position and tasks of the author

I am a teacher at a vocational school, where I mainly teach courses in glasshouse horticulture.

Furthermore, I am trained reading tutor. This means that I must inspire my colleagues to plan teaching so that 1. it will have a flow that facilitates learning and 2. the assignments will be designed so that they promote learning at all levels. As a reading tutor, I have also language lessons (professional vocabulary) with students who have difficulties with learning.

### 2. The professional context in which the author worked with the individual of this case

In the lessons we call "fagdansk" (professional Danish) students work to become familiar with new terminology. All students describe the way they learn best, and with that in mind I prepare assignments where all these forms of learning are being implemented.

### 3. Presentation of the individual in focus

The case student is 20 years old and has tried to get an education for a long time. He has met great obstacles, because he is dyslexic. His handwriting is both illegible and very slow. He has previously used IT equipment with reading facilities and word suggestions, but without success. Moreover, his attitude appears repulsive to many, as he has long hair, wears leather and decorates himself with rings here and there. He is clearly at risk of dropping-out, partly because of his reading disability, but also because of his lack of social integration.

### 4. Intervention in order to meet the problem

The student followed a course offered by the school which gives more time for learning, emphasizes the establishing of relations to fellow students and focus on practical work more than on academic disciplines. Some of the class room sessions we spend (read tutor and students) to work with current terminology – very often in collaboration with the teachers who are currently teaching the class.

### 5. Results of the intervention

As described in the section 2 students are involved in learning methods as a way to feel a little bit of ownership and pride in their own input. The student in this case has shown interest in helping others and has a great social heart, although he would like to be "tough". Some of the tasks require IT ingenuity, where he really helps others ... Thus a gate has been opened up for learning, because he feels safe and valued. We work with technical terms in several ways, but the major learning objective is ability to recognize professional words and their specific meaning. It means that the same word can be worked upon from several angles: walk-and-talk's with stories of each word, or selecting images providing mental concepts of the words. Sometimes we make an unofficial exam in words and students are often surprised how well they can recognize the word and remember its meaning. At that point they will be ready to put the words into the larger context. – The student in this case grew in confidence as he saw how well he did it. This confidence carried him through the basic schooling and on to an apprenticeship.

### 6. Formal documentation or recognition of the case

All schools, colleges and technical schools have received from the Ministry of Education formal requests for training reading tutors. This is because it is recognized that there are many people who may well be able to read but do not understand the content and thus have great difficulties in completing an education. The actions of the reading tutor is thus an official confirmation that there is hope, that more people through well organized teaching and well prepared teaching aids will be better able to learn by reading and writing.

At my workplace, it has been established that all teachers attend courses with the reading supervisors at least once a year to be inspired to incorporate a reading effort in the overall picture. Some of these training presentations can be found at: <http://www.emu.dk/erhverv/laesevejledning/index.html>, including inspirational material from other schools and "best practice" examples from the ministerial Quality Squad.

### 7. Comments from the individual of this case

The person in this case has expressed that he was very surprised how long time he was able to remember the words we had been working with. For him, it had worked well, even if he was against it at first.

**8. Further comments**

Based on the methods and techniques which reading tutors can provide, there are MANY opportunities to work with increased learning outcome connected to practical/theoretical instruction. The increased learning outcome creates a feeling of success among the learners, bringing or enforcing their desire to continue the program.



## Finland

|          |    |               |                 |        |                |
|----------|----|---------------|-----------------|--------|----------------|
| Case no. | 11 | Tags          |                 |        |                |
| Country  | FI | Questionnaire | FI – Q5 / QTF40 | Status | Finalized case |

### 1. Position and tasks of the author

I work in a professional multi-disciplinary vocational college as a special teacher in the catering field. Students are between 16 and 21 years-old. My job is to teach vocational subjects and help students, amongst other things, in maths and written tasks. I also help other students than those with learning difficulties. All these tasks have been defined in the Special Needs Educational Plan (SEN Plan) of our college.

#### ***Special needs educational (SEN) plan of a VET college ensures the equal quality of all students***

The SEN plan is part of the curriculum of the college. It includes several aspects:

1. Goals of special needs education
2. The Implementation (How?)
3. Pedagogical methods and counseling existing in the college
4. Support services/ Expert services (within the college, out of the college)
5. Co-operation (in-built services, outside services)
6. Responsibilities in SEN (VET teachers, class tutors, SEN teachers, study counselors, other staff)
7. Evaluation and follow-up (annually)
  - The whole personnel of the college participate in the process (interactive process, increases commitment and interactivity between all parties)
  - All personnel groups that participate in process are “experts”. The responsibility of organizing special support is not only the task of SEN teachers!

### 2. The professional context in which the author worked with the individual of this case

To support this particular girl in her studies has required, and is still requiring a number of meetings with parents and contact with her teacher from her previous school. I have helped teachers to create an Individual Education Plan (IEP),

I have given extra tuition by participating in practical vocational sessions and created possibilities for differentiated exams. Additionally, I have consulted teachers and organized the student's on-the-job (OTJ) period issues.

An effective IEP gives possibility to individualize the learning path of a student with special educational needs. It should:

- Be seen as a working document (not as an administrative document)
- Use a simple format (to help in understanding the terms used so that the student can be involved in the process)
- Specify additional support for an individual student
- Avoid jargon (clear language!)
- Be comprehensible to student, staff and parents
- Be distributed to all staff
- Promote effective planning
- Help students understand their own progress
- Result in action/specific learning goals

IEP should include:

- The short-term targets set for the student
- The pedagogical strategies to be used (e.g. recognition of previous learning ; formal and informal learning; work based learning)
- The provision to be put in place (support for learning e.g. extra time, adaptations for exams, personal assistant, concrete help in life)
- When the plan is to be reviewed
- The outcome of the action taken
- Be discussed with both the student and parents (if the student is under-aged)
- Be reviewed at least twice each year.

### 3. Presentation of the individual in focus

She is 21 years-old. She moved to this area last autumn at the beginning of her studies. Living alone is going well. In comprehensive education she was diagnosed as having dysphasia. Her challenges are the production of speech and text. Additional problems are caused by weaknesses in executive functions and also, to a certain extent, unrealistic expectations of her own vocational capabilities. She already has a catering qualification from a different college. This was completed in a small group with a lot of extra support. She is doing the current studies in a normal, big group and the possibility for extra support is considerably less than she was used to receiving before. Discussions have been held with her parents about the benefits of having an individual supporting assistant during her studies.

### 4. Intervention in order to meet the problem

As she has completed her general subject studies, she does not have to do them again. This releases more time for her to do her vocational studies through learning at work. She wanted to find an on-the-job training (OTJ) placement by herself. However, this did not happen without problems. Despite advice, she had asked about the possibilities from rather demanding work places and was subsequently rejected. I had in my mind one place where I knew she would get lots of support and guidance. After justification, I went with her to visit this place to discuss the aims for the period. She wanted to stay and begin work immediately. Through good mutual understanding on behalf of all parties, the OTJ- period has begun well.

The supervising teacher visits her at her workplace more often than usual and discusses aims and experiences with both parties.

In vocational theoretical studies extra time has been allocated to her for note-taking. In addition, she has had the possibility supplement the exams both orally and in written form. In fact neither of these methods has been fruitful as production of speech and writing is her stumbling blocks. All the time we are trying to look for and brainstorming methods to support her learning better.

It is important

- to choose the on-the-job learning place keeping in mind the future's employment
- to organize support also to OTJ- periods (e.g. open and frank discussion with the work place tutors on the special needs of the student, information and training on different special needs to tutors)
- to give extra support to OTJ-periods if needed (e.g. class tutor visits the work place more often, supervision)
- to have close cooperation with parents/caretakers.

### 5. Results of the intervention

At the moment the OTJ place is the best possible option for her. However, OTJ places need to be closer to the industrial viewpoint of her studies. Finding these will cause a lot of challenges.

### 6. Formal documentation or recognition of the case

These actions are part of our college's general practices and are mentioned in the plan for special education. SEN teachers/teachers have possibilities to create innovative solutions to support students' studies within allocated resources. Personally, I use a lot of time for discussions and pondering with other teachers over what the best practice might be in certain situations.

### 7. Comments from the individual of this case

The girl in question has been satisfied with the solutions made. However, we are still considering the possibility of getting a personal supporting assistant. In this way she would be able to get more individualized support as the studies become more challenging in the future. We do not share a common understanding with her parents about this need yet.

### 8. Further comments

n.a.

|          |    |               |                  |        |                |
|----------|----|---------------|------------------|--------|----------------|
| Case no. | 12 | Tags          |                  |        |                |
| Country  | FI | Questionnaire | FI – Q13 / QTF40 | Status | Finalized case |

### 1. Position and tasks of the author

I am a teacher in forestry in a vocational special college. My group consists of 8 students with various special educational needs, varying from specific learning difficulties to psychiatric problems (e.g. panic attacks, extreme fear attacks).

The studies of basic qualification in forestry last three years and we follow the national curriculum. I need to make individual study plans (IEP) for each of my students.

I am teaching only vocational subjects (forestry) in a special VET college. I also work as a group tutor, consisting of various tasks, such as individual plans for the students, tutoring, counselling etc. In our college we use the one teacher system. There is always the teacher present for the students. There are also some assistants working with the students. Because I am the responsible person in the classroom my role is wide. Except the teacher's role there are a variety of other roles as well, such as father, counsellor etc. In our college there is a support team consisting of a social worker, a psychologist, staff members of the students' hall of residence and a study counsellor.

### 2. The professional context in which the author worked with the individual of this case

My responsibilities are to take care of the teaching of all vocational subjects in the forestry field. Since my student has psychiatric problems (non specific, not diagnosed) I have prepared an Individual Education Plan (IEP) for him in order to strengthen his personal and vocational skills.

In my teaching work there are 27 lessons in the week. Because the teaching place is not usually a classroom within the college but rather real learning environments (forests), I am available for my students even during the breaks. They very often seek for personal assistance and counselling during the breaks.

I stress social skills very much in my teaching. The way of teaching them is "hidden curriculum". That means that the social skills are not listed in the official curriculum but we practice them naturally, along the course of the day.

There are two official annual meetings with each student concerning the planning and writing the IEP (based on the law). In addition to that we discuss all kind of topics with the students weekly including different situations in life etc. The most acute discussions need to be done immediately. Other educational discussions are held either at the beginning or at the end of the day."

To individualize a student's learning an IEP (Individualized Education Plan) is needed. An effective IEP should:

- Be seen as a working document (not as an administrative document)
- Use a simple format (to help in understanding the terms used so that the student can be involved in the process)
- Specify additional support for an individual student
- Avoid jargon (clear language!)
- Be comprehensible to student, staff and parents
- Be distributed to all staff
- Promote effective planning
- Help students understand their own progress
- Result in action/specific learning goals.

An IEP should include:

- The short-term targets set for the student
- The pedagogical strategies to be used (e.g. recognition of previous learning ;formal and informal; work based learning)
- The provision to be put in place (support for learning e.g. extra time, adaptations for exams, personal assistant, concrete help in life)
- When the plan is to be reviewed
- The outcome of the action taken
- Be discussed with both the student and parents (if the student is under-aged)
- Be reviewed at least twice each year.

**Functional teaching**

That means very practical teaching, away from the classroom, e.g. that teaching in forestry field is implemented in a forest. Students with SEN often face difficulties in transfer of learning. They may for example fix in one teacher or in one learning environment. That is why they have difficulties in generalizing the learning.

**Access to personal help and support**

Additional help given by a SEN teacher, class tutor, teaching assistant ...

**Strengthening social skills**

Working life expects some basic rules to be followed by employees, such as completing the working hours, accurate arrival to and departure from work place, greeting and respecting colleagues, following the safety orders etc.

Some students with SEN have difficulties in understanding mutual communication. They need extra support (teaching) in the development of social skills. It is also elementary that the social skills needed in working life are implemented and realized in the VET college environment, prior to OTJ-periods.

**Good communication**

Many students with SEN have bad experiences in communication or they lack good communication role models at home. It is very important to teach basic communication rules to all students.

**Official & unofficial meetings**

Many students with SEN have participated in several official meetings where study issues have been discussed in a big group (e.g. a learning support team). However, students with SEN are before all individuals who like to be treated friendly and unofficially in daily work. That increases confidence between teacher and student and encourages the student to open discussion on his/her needs, hopes, fears, challenges.

**3. Presentation of the individual in focus**

The student has a psychiatric problem which manifests itself mostly in general subject of vocational studies. His educational background is 9 years` comprehensive school. He is extremely fearful. He has got several short job experiences in different fields where he has failed.

Although most of our students have developmental delays, my group in the forestry field consists of a wide variety of different learning difficulties, such as:

- Attention deficit (some have the ADHD diagnosis, some have not been diagnosed)
- Dyslexia (which manifests itself mostly in general subjects like Finnish, Swedish etc.)
- Difficulties in perception (which is problematic in the forestry field)
- Psychiatric problems (the learning history of my students is often poor which has affected their self esteem).

All my students are young men. Their motivation is high but their learning problems affect their studies so much that the special VET college has been recommended for them. Basically they could study in a general VET college if there were enough support services available and if the groups were smaller.

**4. Intervention in order to meet the problem**

Because the student (like all my students) has mild developmental delays but at the same time he belongs to a risk group in terms of finding employment and supporting himself economically in the future I have developed a model to be followed in teaching:

At the beginning of the studies I stress the motivational factors. The interviewees at the entrance exam are asked to describe their expectations towards the studies and their motivation.

To increase motivation:

- Discussion with students, listening to them and encouraging them towards professional identity of the field are effective ways.

The basic qualification in the forestry area (like in other areas) consists of 120 study weeks. The implementation of the teaching in vocational subjects (90 study weeks) is based on the learning by doing principle (90 %). I try to make the learning environment comparable with values and work conditions of working life. I also try to avoid school-like atmosphere. We rather communicate with each others like colleagues including the hierarchy or master-apprentice relationship.

Learning by doing and functional teaching:

- very practical teaching, away from the classroom. e.g. that teaching in forestry field is implemented in a forest.
- students with SEN often face difficulties in transfer of learning. They may for example fix in one teacher or in one learning environment. That is why they have difficulties in generalizing learning.

At the very beginning of the study I contact social authorities of the student's home domicile in order to get the employment process started:

- Preparations for employment at the beginning of the studies
- At the very beginning of the studies, when planning the IEP for the student, it is essential to include the future's employment plans into the discussion. The contact with social services and/or employment services of the municipality of each student helps in the transition phase after vocational studies.

In my teaching content I stress the appropriate vocabulary. That helps the students in their on-the-job learning practice:

- Teaching central concepts
- Central concepts are the basic vocabulary of the specific field. It consists e.g. concepts from work field, phases, tasks, tools etc.

During the vocational studies the students are taught very practical skills, e.g. in housekeeping in order to improve their independent living skills:

- Support for daily life
- Many students with SEN need extra, out-of-college support with daily life. That can be done by counsellors, social services etc.

The base of the teaching is the forestry firm which we run together with the students. The regional forestry owners buy services from our firm. The practical teaching and running the firm are combined. Every student has to try several roles in the firm, e.g. administrative tasks (supported), accounting and forestry work. Every student has to learn to use machinery, too.

This entrepreneurship-like teaching means:

- Real work (functional teaching!)
- Differentiation of tasks (every student has the possibility to learn tasks in different levels, starting from more simple to more complicated ones)
- Entrepreneurship-like training which follows the schedule of a firm  
In the forestry field the teaching is implemented in the forests owned by private owners or associations of owners (functional teaching).
- Development of identification for real working life and roles  
From the beginning of the studies there is a strong emphasis on the professional identity. The teacher is like a boss in working life and the students are not like students but more like employees with all the responsibility with it.
- "Ecological planning of teaching" means that in inclusive education the teaching environment has to be assessed and adapted according to the individual needs of student e.g. by using work analysis methods.

Part of the vocational studies are the general subjects (Finnish, Swedish, foreign languages, math, natural sciences, art education, total 10 study weeks). There is the teacher of general subject who adjusts his/her teaching to follow the forestry vocabulary and communication:

- Linking the general subjects to VET ones.
- The class tutor/VET teacher/SEN teacher works in a close cooperation with the teacher of general subjects (e.g. transfers him/her the vocabulary needed in that field).

On-the-job learning composes 20 study weeks (minimum) of the studies. Two of the three practice periods are implemented in the municipality of the student (at the same place). The goal of the studies has been formulated in the individual learning plan (IEP) of student at the beginning of the studies. The employment goals are expressed there too. That is the reason for using the municipalities of the students' on-the-job learning periods. During these periods student can assure the future's employer on the development of his skills. By using the same practice place he student can learn to feel safe and show his best potential. He can learn to work in a team and learn to cope in working life.

- The students with mild developmental delays are often very capable of performing different tasks modified for them. Their problems are often in the behaviour and social skills. Getting to know each other, belonging to a team can raise the motivational level of the students enormously.
- OTJ-period in the home municipality; strengthen the employability (see above)
- Showing the competence, competence based studying  
Students with SEN often fail in formal exams and tests which require written output. It is possible to adjust the assessment methods (e.g. no written exams but showing the competence in real situations)
- Authentic practice to working life
- Team based learning (like in working life).

The schedule for the on-the-job learning is the following:

- In the first year the student performs his practice in the forestry firm. The emphasis is laid on learning the rules of working life (working time, planning the tasks for the whole day etc. and social skills in working life). The basic forestry skills are stressed, too.
- The practice period of the second year is carried out in the municipality of the student. The selection of the practice place has been planned taking into account the individual strengths of the student and his employability in the future. The network of support services from the municipality is formulated.
- The longest on-the-job learning period is carried out in the third year. April and May are the best months regarding the summer jobs. The student usually continues his summer job in the same forestry company.

To the services of our VET college belongs an aftercare after the student has finished his studies. That means the contact with the student is made in the first autumn and assistance given in finding employment if needed.

- Aftercare (this can be agreed with the social services of the home municipality).

The combination of "theory and practice" is essential for students with special educational needs because it is difficult for them to transfer the learning from school to practice. Their way of learning is based on continuous practising. They usually don't profit from the division of theoretical lessons and practice.

The support for employment is based on the same principle. The students need to get practice how to behave in working life, how to work there and how to manage there from the very beginning of the studies. The division of theory and practice does not support their employability either.

## 5. Results of the intervention

I have been following my teaching model years and it has been very successful. Most of the students have found employment.

I do follow-up after my students have finished their studies. I support their employment even one year afterwards.

Since I have been teaching in the VET college for a long time I have found out some differences between today's students and students e.g. from 1980s. Now all students, including those with SEN, are willing to use (and are skillful to use) all kind of mobile devices. We need to develop our counseling services according to these new IT-possibilities:

- IT, online counseling  
Nowadays there are many possibilities to supervise students in their on-the-job learning periods, e.g. mobile phones. Other social media tools are also usable (like Facebook).

Another important thing is the change of the forestry field. The competences needed there are different now. What they expect today is readiness for entrepreneurship, flexibility, social skills and wide-ranging vocational skills (not narrow expertise like earlier):

- Flexibility according to the changes in VET competences
- Every VET teacher needs to up-date his/her knowledge, e.g. with in-service training. Also close co-operation with working life is important in updating the curriculum. For example working life representatives can be invited to the curriculum updating work.

## 6. Formal documentation or recognition of the case

The model is implemented at our VET college in all vocational fields.

**7. Comments from the individual of this case**

The student has got confidence and his self-esteem has been improved. He trusts his abilities more than earlier.

What I stress is the confidence between my students and me. The studies last for three years and if a teacher is willing to collaborate in supporting the employability of students, he has got many possibilities. The main thing during these three years is to try to make oneself not needed anymore and to increase students' self-direction:

- Commitment  
A VET teacher needs to forget formal teacher roles: be yourself, honest, friendly and try to increase confidence between you and your students.
- Support for self-directness (see above mentioned).

**8. Further comments**

n.a.

|                 |    |                      |                  |               |                |
|-----------------|----|----------------------|------------------|---------------|----------------|
| <b>Case no.</b> | 13 | <b>Tags</b>          |                  |               |                |
| <b>Country</b>  | FI | <b>Questionnaire</b> | FI – Q24 / QTF40 | <b>Status</b> | Finalized case |

### 1. Position and tasks of the author

I am a SEN teacher and an ESF- project manager [European Social Fund] at a vocational college in Finland. My daily work at the moment is to develop and invent different and individualised ways for students to study and graduate and also eventually get employed. There are three target groups: firstly a group of 15 – 25 years old vocational students, secondly graduates without a job placement and thirdly young people under 25 years without vocational education. My responsibility is to supervise the project and produce substance, organise the pilot projects and summon up the results.

- Support for students by projects
- Target groups:
  - 15-25 years VET students
  - graduates without work
  - young people under 25 years without vocational education.

### 2. The professional context in which the author worked with the individual of this case

I have had conversations and evaluating sessions with a young male student who's trying to reach a basic vocational examination and afterwards employment. The student is now planning to quit the college after one term long studies. He feels that studying is too theoretical and he is also wondering if he has chosen a right vocational field. We have together evaluated the student's weak spots that prevent him to graduate and we have made him a personal plan to organise his studies. We also evaluated his cognitive and physical skills with a tool called IMBA/Melba. We have also discussed his situation in our multi-professional working group for employment. After all these actions we hope to find a way for the student to complete his studies and get a job.

Prevention of drop out of the case student:

- Assessment of learning needs (using IMBA/Melba assessment tool)
- Assessment of strengths (using Melba)
 

There are several different tools for the assessment of the psychosocial skills of an individual. MELBA and IMBA-methods are registered, European level assessment tools which require a training beforehand.
- Preparation of an Individualized educational plan (IEP)

An effective IEP gives possibility to individualize the learning path of a student with special educational needs (SEN). It should:

- Be seen as a working document (not as an administrative document)
- Use a simple format (to help in understanding the terms used so that the student can be involved in the process)
- Specify additional support for an individual student
- Avoid jargon (clear language!)
- Be comprehensible to staff and parents
- Be distributed to all staff
- Promote effective planning
- Help students understand their own progress
- Result in action/specific learning goals

An IEP should include:

- The short-term targets set for the student
- The pedagogical strategies to be used (e.g. recognition of previous learning ;formal and informal; work based learning)
- The provision to be put in place (support for learning e.g. extra time, adaptations for exams, personal assistant, concrete help in life)
- When the plan is to be reviewed
- The outcome of the action taken
- Be discussed with both the student and parents (if the student is under-aged)
- Be reviewed at least twice each year.



- Support from a multiprofessional team of the VET college  
It is important to collect experts from different fields to form a learning support team (e.g. VET teachers, SEN teachers, social worker, psychologist, teaching assistant, study counsellor) where the challenges are discussed and where the roles of support have been clearly defined.

### 3. Presentation of the individual in focus

A young male student, age of seventeen, has difficulties to complete his studies. Main reasons seem to be inadequate skills of holding his daily routines together; he gets too little sleep because of a serious game addiction and he is a regular user of some intoxicants. He has no diagnosis of any learning disorder though his current way of living is seemingly causing some cognitive difficulties. His academic skills are low as is his motivation towards learning as well. He has no job experience. He comes from a good, solid family background. His parents have made great effort trying to help him but getting no response they feel now somewhat helpless. They have been trying to motivate their son with bribery which has now led to mendacity and lack of trust towards their son. The parents have now told their son that things are going to chance which caused a lot of turmoil in their son's mind as well as aggressive behaving. The student doesn't want to change his current way of living.

The biggest obstacle for him to go on with his studies is his way of living and his attitude and lack of motivation towards studying and afterwards going to work. He seems to think that people spending their days at work are the worst kind of losers.

- Strong need to strengthen the motivation to learning of the case student.

### 4. Intervention in order to meet the problem

The student is now studying his vocational studies practice – oriented in an educational juvenile workshop. The related theoretical issues are included to learning in workshop. There is a group of six students who are studying all their studies at workshop environment. They have a coach from workshop and a teacher from the college supervising their studies five days a week, six hours a day. Theoretical issues are studied side by side with the practical tasks. For example foreign languages are learnt among other things e.g. reading the manuals of the machinery. Child welfare (social services) is providing help for weekday routines and support towards non-toxic life. City youth workers take care of fetching the student to college if he is somehow distracted and on the verge of skipping the school day.

The student is performing his on-the-job learning period either in the workshop or in some company which has been chosen keeping in mind the later possible employment (the plan of transition). The student can have, if needed, a coach to go with him for few days.

The transition from college to work is supported by a group of professionals "sitting around the same table". In the multi-professional working group of employment there are participants from employment agency, social services, companies, city labour force planner, vocational college and juvenile workshops. In that working group each student is tailored a transition plan:

- VET studies are adjusted: work based learning in a workshop instead of the college environment
- Extended support for learning in the workshop: coach, teacher, combination of theoretical and practical subjects
- Out-of-college support from social services targeted to the workshop (weekday routines, prevention of drug use); city workers support the regularity of studies
- OTJ- period according to the transition plan; support by a coach.

### 5. Results of the intervention

Learning by doing appears to be a successful way to study and graduate for those learners who are not able to concentrate in an ordinary classroom. Functionality and different kind of authority is working quite well with our young male student. The attendance of professionals brings natural authority to the workshop as well as field-specific language. Our example student has advanced with his studies in normal pace and his weekday practices have improved a lot thanks to special interference and support. His motivation has also improved and he now can see a future ahead.

After college the employment possibilities are better because of the supported on-the-job learning periods. He has got into real contacts with some company workers and has had the opportunities to show his skills.

Varying pedagogical methods:

- learning by doing
- functionality (relevance to real work)
- professional identity of a worker (instead of a student)

- role models, field specified work culture and language
- clear interventions
- much support.

#### **6. Formal documentation or recognition of the case**

These are official ways to act in our vocational college and these acts are written down in the special education plan. The acts are produced in the ESF project called "KOULUSTA DUUNIIN – tie tähtiin": [www.ksao.fi/projektit/koulustaduuniin/](http://www.ksao.fi/projektit/koulustaduuniin/)

#### **7. Comments from the individual of this case**

According to the student he has learned to accept that in order to gain something he must do something himself. He feels supported when looking for a steady job after the college.

#### **8. Further comments**

As a professional working for young people getting opportunities to work and have a good life I'm very glad that these matters have been lifted up for public discussion. Thank you!

## Germany

|          |    |               |         |        |                |
|----------|----|---------------|---------|--------|----------------|
| Case no. | 14 | Tags          |         |        |                |
| Country  | DE | Questionnaire | DE – Q1 | Status | Finalized case |

### 1. Position and tasks of the author

I'm a social pedagogue and coach young people in the age between 15 and 20 years. My duties are case management for the individuals, working with their parents but also working with the group e.g. in social trainings and leisure education. I have to coordinate the advancement of the young people between school, practise and social environment. In context to the case management I have to lead the young people in practise outside the institutions in firms and organisations.

### 2. The professional context in which the author worked with the individual of this case

The „Jugendwerkstatt“) is a scheme offered by the youth welfare service. It is a mix between school education (Vocational College for maladjusted young people), and practical work.

Young people in Germany have to go to school for ten years. If they don't want to achieve the higher education entrance qualification it is compulsory for them to visit a college until they are 18. At the "Jugendwerkstatt" the focus is on practical work in the areas of building and landscape gardening which is accompanied by teachers. Learning is always related to the practical work and teaching is not frontal. Thus, young drop-outs are given the opportunity to finish school and plan future vocational steps.

The school comes into our workshop – not vice-versa as is usually the case.

Generally young people who are entitled to youth welfare benefits until 20 years of age. Our target group generally has an aversion to school and display behavior disorders.

Because of these features their entitlement to receiving support in the development of these young people has to be assessed by the social welfare service.

Following this these young drop-outs can then join the "Jugendwerkstatt".

### 3. Presentation of the individual in focus

A 16 year old young man from Russia. He has the German nationality because his grandparents were born in a part of Russia which belongs in former times to Germany. The family immigrates to Germany after his birth.

His attitude to the German culture was difficult. He felt like cut from his Russian roots and was grumble about the Germans. But he always thought that he had the rights to demand Germans welfare offers. His mother belongs to a strict believing religious community which caused familiar problems between her and her husband.

The boy always has an idea of his life: finishing school and becoming a craftsman. But he leaves school without a graduation and shows neither an ambition to reach it in the "Jugendwerkstatt" nor to make practical work here or in a firm.

### 4. Intervention in order to meet the problem

In counselling-interviews he said that he has to work later hard in a training but now in combination with school he didn't want to labour. He just want to make a relax duties, maybe at a computer. There he would have fun.

In this time we had a training class of clerks. I ask the instructor for making the boy some weeks in the class. It was alright and so he learned more about using "Word" and "Excel" and finally some basics about accounting. He make additional practise in inventory management and helped his regular instructor, a craftsman with his administration. At home he started to find computer programs in the internet to improve his maths-knowledge.

*Our methods here were:*

- Counselling interviews
- Practise in different jobs internal in our organisation to try them out
- Practise in different jobs in external firms and organisation, if a direction of a job is clear

**5. Results of the intervention**

The boy made a good low level school graduate. His aim for the future was to work in a trading-field. For that he needed a higher graduation but because of his intelligence there had to be no problem to reach one. We applied him for a business-school where he was after the first year one of the 10 best students. In my last contact he told me that he wanted to reach the higher education entrance qualification in a second year to study business administration. But I heard that he has abort the school to start an apprenticeship.

**6. Formal documentation or recognition of the case**

We made an advancement-plan and noticed our interviews. But it is no formal documentation.

**7. Comments from the individual of this case**

He thanked me a lot after a year by a social community in internet that he has found his way. Instead of the time before I noticed no ironical expressions or animosity against Germans and the world in general.

**8. Further comments**

n.a.

|          |    |               |         |        |                |
|----------|----|---------------|---------|--------|----------------|
| Case no. | 15 | Tags          |         |        |                |
| Country  | DE | Questionnaire | DE – Q2 | Status | Finalized case |

### 1. Position and tasks of the author

I'm a social pedagogue and coach young people in the age between 15 and 20 years. My duties are case management for the individuals, working with their parents but also working with the group e.g. in social trainings and leisure education. I have to coordinate the advancement of the young people between school, practise and social environment. In context to the case management I have to lead the young people in practise outside the institutions in firms and organisations.

### 2. The professional context in which the author worked with the individual of this case

The „Jugendwerkstatt“) is a scheme offered by the youth welfare service. It is a mix between school education (Vocational College for maladjusted young people), and practical work.

Young people in Germany have to go to school for ten years. If they don't want to achieve the higher education entrance qualification it is compulsory for them to visit a college until they are 18. At the „Jugendwerkstatt“ the focus is on practical work in the areas of building and landscape gardening which is accompanied by teachers. Learning is always related to the practical work and teaching is not frontal. Thus, young drop-outs are given the opportunity to finish school and plan future vocational steps.

The school comes into our workshop – not vice-versa as is usually the case.

Generally young people who are entitled to youth welfare benefits until 20 years of age. Our target group generally has an aversion to school and display behavior disorders.

Because of these features their entitlement to receiving support in the development of these young people has to be assessed by the social welfare service.

Following this these young drop-outs can then join the „Jugendwerkstatt“.

### 3. Presentation of the individual in focus

A 16 year old young woman from Germany. She had aborted school after bullying by other students. This bullying led to depressions which needed a therapy by a clinical treatment. After this treatment she didn't want to go back to a school. She came to the „Jugendwerkstatt“ for a stabilisation of her personality because she still had phases of depression. Also she needed to develop a perspective of her life and her vocational socialisation. She had been good at school and could reach a higher school graduation but after her experiences with other students she wanted to make an apprenticeship.

### 4. Intervention in order to meet the problem

Her arriving in the „Jugendwerkstatt“ needed about six weeks. She always had phases of go out of the group when felt pressure of the situation with the other young people. Then she needed time to talk about the situation and everything in her mind, too.

During her whole staying she had two big „holes“ – depression-phases – she felt. The answer always was a slow coming back in little steps: only for three days a week, maybe a whole week but only five hours a day. In this time we worked at her vocational socialisation: what she wants to do, writing applications and introduce practical phases in external firms. She found the work of a confectioner challenging and found a confectionery where she could try the duties of this work. She was so good that she has offered a place for an apprenticeship there.

But with this offer her second phase of depression came about the question of take this chance or to go to a college to make the higher school graduation. She missed the practice-days and the confectionary took the offer of the trainee back.

I applied her at the college – just as a „plan B“ – and to take the pressure of her to have nothing to choose. We made the application together and after that she felt that she could concentrate of making her low level school graduate.

*Our methods here were:*

- Counselling interviews
- Showing her alternatives
- Reducing her attendance time

- Practise in different jobs in external firms and organisation, if a direction of a job is clear

**5. Results of the intervention**

She was so lucky to know that when she made this low level graduate she can make the next step in a college that she “forgot” to look for an apprenticeship. She made a very good school graduate and is now looking forward to go again to “school”.

**6. Formal documentation or recognition of the case**

We made an advancement-plan and noticed our interviews. But it is no formal documentation.

**7. Comments from the individual of this case**

When her last day came she has baked a cake for the membership. She was smiling all the time. How the situation is in the new college I will find out. She is going to visit a college nearby the “Jugendwerkstatt” and agreed that I will counsel her later, too.

**8. Further comments**

It seems that everything can be solved only by talking. But it is a special way to listen while talking and a lot of “try and error” ...

|                 |    |                      |         |               |                |
|-----------------|----|----------------------|---------|---------------|----------------|
| <b>Case no.</b> | 16 | <b>Tags</b>          |         |               |                |
| <b>Country</b>  | DE | <b>Questionnaire</b> | DE – Q3 | <b>Status</b> | Finalized case |

### 1. Position and tasks of the author

I am a social pedagogue at a non-profit organization providing vocational education to vulnerable sections of society, especially youngsters, as well as further education. I work in a low threshold scheme, “Werkstatt Jahr” (workshop year) offered by the Youth Welfare Service to young people in need of support. My daily work as a “personal advisor” involves coaching youngsters to address their individual needs and develop their inherent potential. Finding out their support needs involves consultations with their educational instructors, families and any support welfare services/institutions involved. My responsibility is to make sure their needs are addressed, to keep an eye on their attendance and guide them towards participation/integration in the working world and society as a whole. I assist them in their search for job experience and once found, accompany them with the aim of finding an apprenticeship. In other words, my goal is to empower marginalized/ disadvantaged youngsters with knowledge and skills to manage their own lives.

### 2. The professional context in which the author worked with the individual of this case

The young man was referred to us by the Federal Labour Agency (Section: Transition from School to Employment) after he had completed his minimum of 10 years compulsory education. With a school certificate with extremely low marks (especially in mathematics) and an obvious behavioral problem, he appeared to have no real perspectives. My task initially, was in the first 4 weeks to create an overall picture of his strengths and support needs and to discover the amount of motivation, if any, he possessed. The next step was to launch the activities and initiatives required to remove the barriers preventing him from integration.

### 3. Presentation of the individual in focus

16-year old young man from an apparently intact family comprising two older sisters, an extremely authoritarian father and a protective mother (weak) with whom he has a good relationship. His behaviour is infantile and he appears not to take the situation he is in very seriously, i.e. completely disoriented with regard his future. His greatest obstacle is his uncontrollable aggression and added to this, his craving for recognition in the group. In the first few weeks of the scheme he attached himself to a group of boys who came from an infamous neighborhood gang and who physically bullied other members of the group. Knowing that he had come into contact a few times with the police because of his behaviour it was a case of touch and go as to whether we would keep him in the programme or not.

### 4. Intervention in order to meet the problem

Through very intensive coaching sessions I managed to get through to him and once he realized I was taking him and his situation seriously, he opened up to me and was willing to accept help. This involved him attending a 10-week external training course focused on aggressive behaviour and finding the right tools to deal with it. At the same time, we worked out individual ways/valves to release emerging and uncontrollable aggression, as for instance, leaving the group and going for a walk around the block.

As part of the scheme he spent three days a week in the workshop learning basic, in this case, painting skills and attended a vocational school twice a week. In between, he did a series of job experiences at roofing firms and concluded that this was the right occupation for him.

Important, too, were the intensive talks with his parents and consultations with the firms where he did his job experience.

### 5. Results of the intervention

The combination of working in the “real world” and attending the aggression training course gave him the realization that he could be accepted and acknowledged as a whole person without having to assert himself through aggression. There was, in fact, a world outside his family where he could explain his needs and be taken seriously.

The last roofing firm he worked for have offered him an apprenticeship because they were very pleased with his skills and reliability. He will begin the three-year apprenticeship in a month’s time.

The intensive talks with his parents led to his father calming down and willing to believe that his son had the potential to find his own way in life.

### 6. Formal documentation or recognition of the case

n.a.

**7. Comments from the individual of this case**

Great joy and relief, especially because he had not really believed that it could all work out so positively for him.

**8. Further comments**

n.a.



|          |    |               |         |        |                |
|----------|----|---------------|---------|--------|----------------|
| Case no. | 17 | Tags          |         |        |                |
| Country  | DE | Questionnaire | DE – Q6 | Status | Finalized case |

### 1. Position and tasks of the author

I work as a guidance counsellor in a cooperative training scheme recognized by the Federal Employment Agency as a programme for rehabilitation cases which means they usually come from the special schools for students with learning difficulties. I accompany these young people in the enterprises, and motivate and support them to carry out the complete training to the end, even if there are demands/requirements which they may find difficult to cope with. We work together with the aim that they will meet the expectations in the workplace, learn to abide by the rules, take responsibility for themselves and their actions and find their position in life.

### 2. The professional context in which the author worked with the individual of this case

As a guidance counsellor, I am there for the young person if they have personal problems or problems in the company or at school. If necessary, talks are held with trainers and trainees and agreements/arrangements made to ensure that the training aim is achieved. If required, special, personal support is initiated.

### 3. Presentation of the individual in focus

A young woman who was 17 when she began her training to become a sales assistant. She was slightly childish and had little self-confidence. Prior to the training she had attended a special school and completed a vocational preparation programme. Her mother was in her second marriage, worked as a cleaner and had herself no training. She was very keen her daughter's future. During the scheme, the young woman developed noticeably but remained reserved and shy. She began her two year- sales assistant training at a large supermarket and progressed successfully. She quickly learned, was a team player, hardworking and reliable. Earlier than other trainees she was allowed to work at the cash register and was very often placed there. A third year of training was planned so that she could be qualified as a saleswoman.

Approx. 5-6 months before her final exam she began to stay away from the scheme, to spontaneously cancel work and have frequent arguments with her mother. Such behaviour had never occurred previously. Her company asked to speak with me about the change in her behaviour.

### 4. Intervention in order to meet the problem

I had a talk with the young girl in order to find out what had caused the change in her behaviour.

It turned out that she felt she couldn't in the long-run bear the responsibility of working at the cash register. She was afraid to notify the supermarket about this. She felt she would not be able to cope with the schooling and working at the cash register necessary for the extra year of training as a salesperson, but did not know how to get out of this situation, because everyone else (mother, employer, guiding counsellor) expected it from her. In addition, her mother was putting her under constant pressure as she wanted her daughter to have a better education something which she hadn't had. This then led to permanent disputes at home. The young girl reacted to this pressure coming from all sides by becoming ill.

In our discussions, she was able to make the decision as to whether she wanted to do the training as a salesperson or not and together with me developed ideas as to how best to carry out the remainder of the initial training.

We then conducted joint discussions with the company and asked them not to employ her at the cash register. This request was immediately implemented and she was pleased to be allowed to stack the shelves or to carry out other easier activities. She has already done her obligatory time at the cash register – a requirement of the training plan.

An interview with the mother clarified that she stop projecting her own desires on her daughter and accepted if she chose to just train to become a sales assistant.

After a while she was able to accept her daughter's decision, even though it was difficult for her.

I, too, apologized to the girl for having tried to force her in a direction that she did not want to go and failed to notice that it was not her wish (but that of myself, her mother and the cooperation partner).

### 5. Results of the intervention

The load was taken off her. Once she realized that her decision had been accepted by everyone, she happily went back to work

with great motivation and no further absences. She gladly and regularly participated in the exam preparation and completed it successfully.

For the young woman, it is obvious that she wants a job in the sales area where she carries out more stacking and clearing activities rather than working at the cash register.

#### **6. Formal documentation or recognition of the case**

On our special computer programme linked with the Federal Employment Agency

#### **7. Comments from the individual of this case**

She was very relieved when the pressure was finally taken from her and she was able to focus only on the final exam. The relationship with her mother has relaxed again.

#### **8. Further comments**

The companies should be more prepared to deal with disadvantaged young people. As long as the importance of this is not recognized there, it will be difficult to organize. In addition, the instructors and staff at the enterprises are very often under pressure and have high workloads. Some companies are only interested in having unpaid assistant workers and at the same time expect functioning, interested and willing trainees.

## Ireland

|          |    |               |         |        |                |
|----------|----|---------------|---------|--------|----------------|
| Case no. | 18 | Tags          |         |        |                |
| Country  | IE | Questionnaire | IE – Q1 | Status | Finalized case |

### 1. Position and tasks of the author

I coordinate a community based project which works to respond to the mental health needs of young people aged between 12 and 22. I provide assistance to a variety of different practitioners working across the fields of education, youth work, social care and vocational training to support them to respond to the mental health needs of the young people they are working with through the YCP programme. I also coordinate a number of partners to provide mental health services in a youth specific setting. Much of the work is based on partnership and I am actively involved in a number of interagency initiatives across the community including the network which brings agencies together through a case management system to work with at risk young people.

### 2. The professional context in which the author worked with the individual of this case

I am working to support a sixteen year old male who has left school early. My focus was to work with him to identify why he left school early, address his future training and education goals and to support him to reduce his drug use. He has agreed to be supported on a one to one basis as part of the YCP process.

### 3. Presentation of the individual in focus

The young male is from Ballymun a socially deprived area of Dublin. From the time he was in primary school he struggled with his education, both his literacy and numeracy skills were well below the national average on transfer to second level education. He has grown up in a family with a lack of structure and boundaries and has found participating in the structured school environment difficult. In primary school he responded well to a single class teacher but struggled to form a supportive relationship with one teacher in secondary school. His academic failure and disruptive behaviour in class led to suspensions and a reduced timetable in secondary school which untimely led him to not returning. The biggest obstacle for him has been his inability to access the curriculum due to poor literacy and numeracy skills.

### 4. Intervention in order to meet the problem

This young person was not happy to return to secondary school initially however was open to sitting his Junior cert. in Youthreach. He registered with Youthreach and was assigned a key worker who he could discuss any problems he was having. He was given extra support with literacy and numeracy, became involved in a sports group in the local youth service and attended a drug agency to address his alcohol and cannabis use.

### 5. Results of the intervention

A more structured approach to his education worked well with the specific supports to literacy etc. The smaller class and one to one support from his tutor also worked well. He responded well to the one to one support from me whereby we could review how he was getting on with each of his goals and address any areas where he was struggling before they became problematic.

### 6. Formal documentation or recognition of the case

Yes, this type of one to one work to support a young person to achieve their own personal goals is being implemented through the YCP programme the work is being recorded on an online data management system.

### 7. Comments from the individual of this case

The young person would have consented to the process and would have been aware that they were being supported on a one to one basis by me with supports from a variety of different agencies.

### 8. Further comments

n.a.

|                 |    |                      |         |               |                |
|-----------------|----|----------------------|---------|---------------|----------------|
| <b>Case no.</b> | 19 | <b>Tags</b>          |         |               |                |
| <b>Country</b>  | IE | <b>Questionnaire</b> | IE – Q5 | <b>Status</b> | Finalized case |

#### 1. Position and tasks of the author

I am a clinical psychologist working in a youth mental health service. I provide assessment and intervention services for 15-25 year olds experiencing a range of mental health difficulties. Taking a holistic view of mental health, I spend a lot of time working with other agencies and professionals who work with young people across justice, education and health settings.

#### 2. The professional context in which the author worked with the individual of this case

I am working as a psychologist with a 16 year old girl. I am based in a local youth centre thereby providing mental health supports in an accessible and non-stigmatising setting. The young person was referred to me as she did not engage with traditional services and was at risk of dropping out of school.

#### 3. Presentation of the individual in focus

The young female is 16 years old with a diagnosis of Asperger's Syndrome. She has a spiked profile in terms of her academic abilities; significant strengths in some areas but significant weaknesses in others. The result is that others often overestimate her intellectual ability and place very high expectations on her which she struggles to meet. This young person finds interpersonal situation, especially those with her peers, very challenging. She is very isolated within her peer group and is often the target of bullying. Due to her unhappiness in school, she does not attend approximately 2 days per week. There is great concern that as the academic year progresses, her absenteeism will increase and that she is at significant risk of dropping out of school altogether.

#### 4. Intervention in order to meet the problem

I convened a meeting with the School Vice Principal, Year head, School Counsellor, a favourite teacher and the young person to draw up a plan to support this young person to stay in school. Each person took responsibility for different aspects of the plan which ensure a coordinated approach. For example, the young person checked in with her favourite teacher every morning before class. The Year Head gave the young person permission to move class group and to use the library during lunchtimes, which were the most difficult times of the day, socially, for this young person. The Vice Principal initiated regular telephone communication with the young person's mother to monitor her attendance and to help her mother trouble shoot where possible. The Counsellor continued to offer the young person regular therapeutic sessions and agreed that the young person could access additional support if required. I sourced a creative writing group in the community which the young person began attending, with support from her mother, as this was one of her interests and, over time, she derived a sense of self-esteem and accomplishment from this outlet.

The group scheduled to meet once per term to monitor the plan and to make any adjustments.

#### 5. Results of the intervention

As a result of the plan that was put in place, the young person's attendance at school improved significantly, she developed a friendship with a young person in her new class, she continued to engage with the creative writing course and got very positive feedback on her writing, the school had a clearer understanding of her academic strengths and weaknesses so that appropriate expectations were placed upon her. In addition, the young person's mother re-engaged with the school staff after years of minimal contact.

#### 6. Formal documentation or recognition of the case

When I discharged this young person from my service I wrote a letter documenting the problems that were present at the outset of my involvement, the actions taken to support the young person and the successful outcome. This letter was copied to the Vice Principal, School Counsellor, GP and the young person and her mother.

#### 7. Comments from the individual of this case

The efforts that were made to support the young person were not described to the young person as "special" as such but she was happy with the changes that arose as a result of these meetings as she could see the very real difference they made to her experience of school.

#### 8. Further comments

No

|                 |    |                      |         |               |                |
|-----------------|----|----------------------|---------|---------------|----------------|
| <b>Case no.</b> | 20 | <b>Tags</b>          |         |               |                |
| <b>Country</b>  | IE | <b>Questionnaire</b> | IE – Q8 | <b>Status</b> | Finalized case |

### 1. Position and tasks of the author

I work as an Educational Welfare Officer for the State Agency the National Educational Welfare Board (NEWB). My role is to work within the framework of the Education (Welfare) Act 2000 in relation to children and young people who are not in school or attending school for a variety of reasons.

I have a statutory remit to work with parents and young people in relation to accessing school placements as well as working with them around poor school attendance. The age range for this service is 6 to 16.

### 2. The professional context in which the author worked with the individual of this case

I had been referred a case from a post primary school in my area as the young person had dropped out of school. It is then my job to go out and meet with the family in their home, meet with the school and other agencies involved to carry out a full assessment. The assessment should identify the reasons for dropping out of school or non attendance and will provide a framework for developing a plan for the young person to ensure that they receive an education.

### 3. Presentation of the individual in focus

From carrying out the assessment over the course of many home visits and meeting with other agencies, the issues pertaining to this family were very complex. The young persons (aged 15) mother was terminally ill. There was a history of aggression and violence in the home from the father. The parents are still living together but have 'separated'. The result of the assessment showed that he was afraid to leave the family home for two reasons: 1; that his mother would die while he wasn't there and 2; his mother would be at risk from violence from her husband.

### 4. Intervention in order to meet the problem

Initially efforts were made to try and engage him back into the mainstream school that he was registered in. After many meetings set up and home visits to try and encourage him back to school, it was agreed this approach would not be successful and that he just would not return to school. Given the circumstances of the case it was agreed that I would not presume the matter through the courts.

I then spoke to the family in relation to iScoil which is an online home schooling programme. The family were interested in this and while their preference would be for him to return to school for social reasons, it was agreed that this could provide a good interim arrangement. I made the referral to iScoil and he was successful with getting a place on this programme. iScoil install secure broadband into the home and give the young person a laptop where they are expected to log on 5 days per week. They deliver FETAC accredited modules and have access to a tutor using the online forum.

This was going to take some time to install so in the meantime I applied to the Dept of Education and Skills Home tuition scheme where the Dept will pay parents for a tutor to come into their home for 9 hours per week. – This occurred for 4 weeks.

I also referred the family to Primary Care social work with the HSE to provide support to the mother in relation to the other family issues.

### 5. Results of the intervention

The young person went from lying on the couch every day, not engaging with anyone to engaging with the home tutor for 9 hours per week. He then successfully engaged with the iScoil programme where he has gained many FETAC modules. His mother has since passed away and he moved out of the family home with a close relative. iScoil has set up again for him in his new home.

### 6. Formal documentation or recognition of the case

No. Unfortunately iScoil is still a pilot programme awaiting mainstream funding to continue its programme. In my opinion it provides an excellent alternative to mainstream school for many types of cases such as school refusal, social phobias, bullying or illness.

### 7. Comments from the individual of this case

This young person is aware of the efforts made, however I do not know his opinion of them.

### 8. Further comments

In my opinion there is no one magic wand to retaining young people in education and training. What is needed, in addition to mainstream school is extra supports in mainstream school and then when that is unsuccessful, a suite of choices such as alternative placements, online learning, 2<sup>nd</sup> chance education that can be readily accessible for the young people that need it the most. Many of these alternative placement providers have extremely long waiting lists.

Schools also need to be challenged in relation to the retainment of young people with challenging behaviour.

|                 |    |                      |         |               |                |
|-----------------|----|----------------------|---------|---------------|----------------|
| <b>Case no.</b> | 21 | <b>Tags</b>          |         |               |                |
| <b>Country</b>  | IE | <b>Questionnaire</b> | IE – Q9 | <b>Status</b> | Finalized case |

### 1. Position and tasks of the author

I am a Drugs Support and Guidance Worker at a Local Employment Centre. My daily work is to provide one-to-one career guidance and support to people aged 18-65 who are in recovery from drug and/or alcohol dependency. I also deliver group training programmes to the same client group in the area of personal development, decision-making, goal-setting and college preparation.

### 2. The professional context in which the author worked with the individual of this case

I am a Career Guidance Worker and he is one of my clients. He first linked in with the service at the age of 21 in August 2010. He started a training course in Sept 2010 and dropped off soon after starting. He disengaged from the service until February 2012 when he linked back in looking for guidance and support.

### 3. Presentation of the individual in focus

In 2010: 21 year old man living in a homeless B&B having been asked to leave drug rehab programme. Issues with alcohol and cannabis from age of 12. Dependent on alcohol by 17. Also had used sleeping tablets in the past. Family trauma (witnessed death of brother at 8, mother's suicide when he was 12, father is a problem drinker). Enjoyed school but left before taking final exams. Goal is to complete Leaving Cert exams and become a Garda. Started on a training programme in our centre but left after 2 weeks following a minor setback.

In 2012: 22 years old and living in a homeless hostel for under 23's having voluntarily left a rehabilitation programme midway through. He will need to leave this hostel when he turns 23 in two weeks time. Not engaging consistently with supports in planning for this outcome. However he is attending a training programme at our centre.

Biggest barrier is own decision-making which can be self-destructive and self-sabotaging. He does not link in consistently or follow through with supports and has a tendency to use avoidance/escapism at moments of pressure and stress.

### 4. Intervention in order to meet the problem

I recognised that I have a good rapport/trusting relationship with this client and that I am his best point of contact with services more suited to his immediate needs. I use counselling and reflecting skills in our sessions to make him more aware of the consequences of his behaviour and decision-making in relation to the above. I adopted a case management approach and arranged three-way meetings with two other services (Rehabilitation; Housing Support) that are more suited to his immediate priorities. However, he has failed to attend these appointments to date so I continue to make him aware of the consequences of his actions / avoidance of these meetings.

After assessing the needs of the client, I referred him to a training programme that is flexible and has a focus on practical, community-based interventions and education. The programme is also in-house so I can keep close communication with the programme coordinator. He enjoys this programme and his attendance, while erratic, is an improvement from the programme he attended in 2010. I arranged a bus ticket for the client to attend this programme as the hostel he is staying in is not in the local area.

He continues to link in and I continue to attempt to make him aware of the availability of supports. Our sessions involve a lot of repetition of content as I try to make him aware of his pattern of decision-making/avoidance and the consequences attached to it.

### 5. Results of the intervention

The client is attending a programme that is more suited to his needs given its flexibility and practical focus on enjoyable, meaningful tasks (horticulture, drama, sport, media etc.) I communicate closely with the coordinator of this programme so that she is aware of his situation and of the supports that he needs.

The client is showing greater awareness of the consequences of his behaviour. He has attended an assessment for a residential rehab programme and we have looked at long-term options involving supported housing where he can learn the life skills that he is lacking – largely due to his family background. I feel this is a shift as he is more aware of the reasons for engaging with rehab and the pathways from there towards full integration with the community.

### 6. Formal documentation or recognition of the case

The process above is formally documented on our internal database system. The flexible/case management approach is in practice

in our centre, particularly when working with high support clients.

**7. Comments from the individual of this case**

The young person is aware of our open door policy which means that support is always available when he chooses to engage with the service. I am not sure if he is aware of the level of special efforts made to engage with him but he is aware that this is a professionally run, person-centred service where he is protected by Data Protection policies and is treated with respect and autonomy.

**8. Further comments**

n.a.



|                 |    |                      |          |               |                |
|-----------------|----|----------------------|----------|---------------|----------------|
| <b>Case no.</b> | 22 | <b>Tags</b>          |          |               |                |
| <b>Country</b>  | IE | <b>Questionnaire</b> | IE – Q10 | <b>Status</b> | Finalized case |

#### 1. Position and tasks of the author

I am Training and Development Officer in a youth project in North Dublin. My role is to provide training to adults (local staff & volunteers) working with young people in a youth work setting. Some of the training provided is FETAC accredited and represents a stepping stone to accessing 1/3 level education. I also support staff members in identifying new local, national and European opportunities for young people aged 18+.

#### 2. The professional context in which the author worked with the individual of this case

I am co-ordinating and tutoring on the FETAC level 5 Certificate in Youth Work in Ballymun. As a co-ordinator, my role is to ensure that participants have access to all the support they need to complete the course successfully. This support may include: mentoring, study support, financial assistance, counselling, etc. and is accessed through referrals to other local agencies in Ballymun. However, participants are encouraged to take responsibility for themselves throughout the course.

#### 3. Presentation of the individual in focus

A young 18 year old traveller was struggling on the course, arriving late, leaving early and missing sessions. He hadn't completed the Leaving Certificate. Although he received support from me and Pavee Point, he wasn't able to meet deadlines for assignments. He also got married that year which meant he missed more sessions. In spite of several meetings with Pavee Point to keep him on the course, he didn't seem to take responsibility for his actions or the effect his attitude had on the group as a whole.

#### 4. Intervention in order to meet the problem

From an academic point of view, Johnny received a lot of support from Pavee Point who allowed him to do some of his assignments during working hours. Regular meetings between myself and Johnny's youth worker and CE supervisor helped him focus on what he had to do. Other supports were put in place for students who, like Johnny were struggling to complete written work. They included: mentors and study support from the JUST (Jesuit University Support and Training). In Johnny's case, however, the residential weekend organised as part of the training course was a turning point. Other participants got to know him on a personal level and gained a better understanding of his culture. In this instance, relationship building seemed to be the key to motivating Johnny who gained in confidence and whose contribution exceeded all expectations after that.

#### 5. Results of the intervention

Everyone (tutors and students) noticed the transformation in Johnny's behaviour, which also contributed to them becoming more open and understanding towards Johnny and the Traveller culture.

#### 6. Formal documentation or recognition of the case

No.

#### 7. Comments from the individual of this case

Johnny has been informed of and part of all the efforts put in place. The collaboration between BRYR and Pavee Point and the consistent approach taken between us meant that Johnny took us seriously and knew he had to do his share. In his speech at the graduation ceremony in May 2012, Johnny acknowledged the support he received and expressed his pride at his achievements. He also spoke of his determination to never give up in the future and to pursue his education.

#### 8. Further comments

n.a.

|                 |    |                      |          |               |                |
|-----------------|----|----------------------|----------|---------------|----------------|
| <b>Case no.</b> | 23 | <b>Tags</b>          |          |               |                |
| <b>Country</b>  | IE | <b>Questionnaire</b> | IE – Q11 | <b>Status</b> | Finalized case |

### 1. Position and tasks of the author

I am a General Subjects teacher in Wheatfield prison in Clondalkin, Co. Dublin since 1990. I taught Junior Cert and Leaving Cert Geography and Junior Cert English from 1990-2000. Then I retrained in Psychotherapy and Holistic Health Studies from 2000-2002. I returned to Wheatfield in 2004 and I have been involved in the co-ordination of the Pre- Release programme, as a liaison teacher with the Outside Community in order to facilitate the meeting of prisoners needs upon release.

I have a post of responsibility within the Education Unit to ensure that the Integrated Sentence Management programme is operational within the Unit. The overall aim is to ensure that prisoners' educational needs are attended to within the Unit.

I also teach Holistic Health classes to promote health and wellbeing in body, mind and spirit, specifically aimed for prisoners who have addiction issues. I am also promoting Yoga, and Meditation practice presently in Wheatfield for the general population. The age group of students range from 19-50 yr old male students, from disadvantaged backgrounds.

### 2. The professional context in which the author worked with the individual of this case

I have supported a student aged 28 in the Holistic Health programme and in the Pre-Release programme, and he has managed to procure a position in Community work. He checks in with me occasionally to inform me of his progress.

### 3. Presentation of the individual in focus

The student in question rang me recently re: securing more employment in the Sports Development area, as he is undergoing some financial difficulties. He needed me to refer him to the Education Organiser, to explore other job opportunities that may arise in an outreach project. He is focused on procuring more work, and needed support and a reference from me, as I know his history and his good reputation as a worker. Supporting prisoners upon release is crucial at a critical time in their lives. Otherwise these students may end up behind bars again!

### 4. Intervention in order to meet the problem

I have e-mailed my Boss re: communicating with this promising student. Otherwise, I would have failed him. So many students fall through the crevices if not supported upon release. My role was to ensure that I had made the necessary connections for him.

### 5. Results of the intervention

I have made the necessary connections for this student. He is motivated enough to pursue the contacts as he is aware of the Support network that has been established over the years re: post release work.

### 6. Formal documentation or recognition of the case

I report on an annual basis in writing to my Boss re: the progress of the Pre-Release programme. We keep an Alumni list of all the students who have managed to procure educational courses and jobs upon release in the Education Unit. We encourage students to inform us of their progress. I have informed my Boss of this student's achievements, and that practice needs to be promoted in every Unit.

### 7. Comments from the individual of this case

Yes, this student has been aware of the CDVEC policy re: educational and job opportunities. As a result, he has been pro-active and determined in procuring employment as a result of the support network. He has been very single minded in procuring employment.

### 8. Further comments

Hope this information is of use to you.

|                 |    |                      |          |               |                |
|-----------------|----|----------------------|----------|---------------|----------------|
| <b>Case no.</b> | 24 | <b>Tags</b>          |          |               |                |
| <b>Country</b>  | IE | <b>Questionnaire</b> | IE – Q13 | <b>Status</b> | Finalized case |

### 1. Position and tasks of the author

I am a career guidance counsellor working with a team specialising in dealing with people coming from a history of drug or alcohol addiction. I work with the majority of individuals on a one to one basis and about 30% of my working year is spent working with groups.

### 2. The professional context in which the author worked with the individual of this case

I am working as a career guidance counsellor with a young male, aged 24. He was released from prison two years ago and although he attends basic courses upon entering further training he suddenly ceases engagement and participation. I am working with him to support him in completing further training. His goal is to enter university education and obtain sustainable employment.

### 3. Presentation of the individual in focus

He is 24 and presents as having a problematic issue with cannabis. He has a conviction for driving without tax or insurance but he is actually heavily involved in drug dealing. He is currently on probation for the next year and is required by the conditions to be attending a training course. His mother was an opiate addict and his father has a long history of offending and was for the most part in prison for most of this young person's life. He left school at 14 but has stated that he was never encouraged to attend school while he was young. He was in two vocational training courses after secondary school and was finished training at 16.

He states that his mother was never aware of where he was, and he had very few rules and boundaries in his teens. He was aware of his mother's opiate use from a young age. She would leave them for periods while she went to buy drugs and at times would not return for hours or days. She would return heavily under the influence of opiates or a substance. She would bring strangers in to the home where they would continue to use drugs openly in front of he and his brothers. He has stated that he is very angry with his mother.

He states that he also always knew that his Dad was in prison. He describes a certain respect within the community because he was in prison.

He is a long-term relationship and has two children.

Although the client is good natured respectful and easy going he can be quick to temper and become defensive if asked to enter a new situation environment or be around people who he feels may judge him. He states that he uses cannabis daily and frequently. He believes that it helps him relax and deal with the stress in his life.

I believe there is a myriad of difficulties for this client. He is highly intelligent and is heavily involved in drug dealing. He has never been arrested for drug dealing and although there is a heavy suspicion from the Gardai that he is involved in drug dealing there is very little evidence. This would indicate the level of intelligence that this client possesses. He uses cannabis but never abuses any other drug including his own "stock".

He has no formal qualifications and stopped engaging in education by 16. From our interviews I would suspect that his attendance was very low in school and his literacy levels would be very low.

He abuses cannabis daily and frequently, this has a detrimental effect on his motivation and drive.

I believe that one of the major difficulties that this client faces is the lack of self confidence and belief. He has stressed the willingness to change and move toward a free offending life but is terrified at the prospect of "becoming someone else". Although in "normal" society we would be fearful of dealing drugs, dealing with the Gardai, and all the circumstances that surround illegal behaviour he has become accustomed to this life and this provides security for him. To enter a change phase in his life would raise huge fear for him. He states that he feels that he does not fit in to society. He feels that people stare and judge him. He has said that he yearns to do normal activities going to cinema out for dinner, music gig but he feels that everyone looks at him and thinks that he should not be there. He feels excluded and different from others. He believes that he will fail if he attempts to move away from offending.

#### 4. Intervention in order to meet the problem

In order to raise the clients' aspirations, self esteem and self confidence I designed a three month social intervention programme that will develop literacy, self confidence, raise aspirations, build self esteem and encourage personal, social and civic responsibility in a number of areas. The initiative will be influenced by a high support, low threshold model however it will have structured elements that will foster skills including motivation, self esteem, community spirit and through participation of a health and fitness element we hope to increase physical activity and promote healthy lifestyles. Regular fitness training and the adoption of healthy eating programmes may also teach young people personal discipline.

The structure of the programme will include:

- ❖ Write-On Literacy Programme
- ❖ Gym Membership and Gym Instruction
- ❖ Personal and Interpersonal Skills
- ❖ Drama
- ❖ Guest Speakers
- ❖ An Gaisce Award
- ❖ Career Guidance

At the end of every day that participants engage in, they will take part in a values class. This class will be discussion based and will be accompanied by a learning journal. The participants will be facilitated to discuss values covered that day including trust, honesty, problem solving, team spirit, responsibility and consequences of behaviour. It is envisaged that the group will develop implicit as opposed to explicit learning through this class and begin to cognitively understand some of these concepts.

##### *Guest Speakers*

The programme will include time for guest speakers. These guest speakers will be wide ranging and include input from YAP, Geraldstown House, ex-offenders and people in careers related to the modules including journalists, drama teachers and sports personalities. It is hoped that these inputs will be positive and motivating.

##### *An Gaisce*

An Gaisce is a personal challenge award that includes four categories. These are Personal Skill, Community Involvement, Physical Activity and an Adventure Outing. The Bronze Award requires commitment from the participants for the full 13 weeks and also the motivation to complete a Fun Run and an outing to the Wicklow Way.

##### *Drama*

The Drama class will be part of the Personal Skill requirement, it is envisaged that participants will be encouraged to express themselves whilst in a safe environment.

##### *Write-minded Programme*

This literacy/parenting programme is run by young Ballymun. It will be the first time that male offenders participate on the programme. The programme is aimed at parents who may not have or understand the value of reading. The programme encourages parents to purchase a book that the child would like for example the child may have a keen interest in dinosaurs so a story about dinosaurs is purchased. The parent then purchases a dictionary of the book e.g. a book that may name each dinosaur or what they ate etc... The parent then paints a scene from the story onto a bag and fills the bag with the books and other materials such as face masks of the characters, games or snap cards. All of these are made by the parent.

#### 5. Results of the intervention

- ❖ Participation with the Invest to Save programme raised their positive profile in the community.
- ❖ Literacy levels improved.
- ❖ It is also hoped that as a number of participants on the programme were or are about to become parents, the programme promoted greater awareness of their responsibilities in relation to modelling behaviour around a range of areas, including alcohol.
- ❖ The participants received Fetac Level 2 Award in Basic Writing and improved their computer skills.
- ❖ Five participants between 18 and 26 achieved their Bronze An Gaisce Award.
- ❖ The participants completed a charity fun run.
- ❖ Two participants went on to further education.
- ❖ Five participants went on to further basic courses to continue to improve their literacy.

#### 6. Formal documentation or recognition of the case

Yes it has influenced other programmes run in the Job Centre. These courses now include the An Gaisce award. There is more

emphasis on discussing the purpose or meaning to each element of programmes between co-ordinators and participants. There is a strengthened relationship between other agencies and the Job Centre.

**7. Comments from the individual of this case**

The participant understands the programme was targeted at repeat offenders. He stated that he felt comfortable coming to the Job Centre and that if offered him an opportunity to meet people he may never have met had he not participated on Invest to Save. It offered him the chance to begin to look at change and he felt more confident in accessing further training.

**8. Further comments**

n.a.

|                 |    |                      |          |               |                |
|-----------------|----|----------------------|----------|---------------|----------------|
| <b>Case no.</b> | 25 | <b>Tags</b>          |          |               |                |
| <b>Country</b>  | IE | <b>Questionnaire</b> | IE – Q16 | <b>Status</b> | Finalized case |

### 1. Position and tasks of the author

My current role is as Guidance Worker with responsibility for Special Programmes within the Tolka Area Partnership. This would involve working as a Guidance Worker within the Local Employment Services as well as coordinating programmes in areas of need to the clients accessing the service.

I worked from 2010 to 2011 as Coordinator of the Adult Better Learning and Education (ABLE) 18-21 programme. This programme was funded under the Labour Market Activation Fund and was a full time programme aimed at offering a full FETAC 4 Award to early school leavers aged 18-21 who sought a programme to reengage in education as a means to accessing PLC programmes across the city.

### 2. The professional context in which the author worked with the individual of this case

The context in which I worked with young people was in a) initial guidance b) literacy, numeracy and motivation assessment administration c) teaching the FETAC 5 Young People and Society module and d) programme coordination with support and guidance for the young people throughout the duration of the programme towards progression beyond the scope and timeframe of the programme.

### 3. Presentation of the individual in focus

The main departure points on the ABLE programme from existing programmes were:

- Establishment of Individual Learning Plans for each student
- Choice of core and elective subjects
- Application of Adult Education methodologies (group work, encouraging reflective learning etc.)
- Continuous assessment through portfolio and group based activities
- Importance of workplace visits and work experience placements
- Provision of supports throughout programme
- Voluntary ethos to participation and breaking link between participation and financial betterment

The main barriers we faced in delivering the ABLE programme were:

- Overcoming prior negative experience of formal education
- Adapting to new schedule
- Engagement
- Beliefs and attitudes
- Working in groups
- Financial expectation for participation
- Malaise in the opportunities available to them
- Low self esteem
- Fear of success

### 4. Intervention in order to meet the problem

As per section 3.

### 5. Results of the intervention

61 young people across both the Finglas and Cabra locations participated on the ABLE programme in the 2010/2011 academic year. Of the 61 who started the programme, 36 students completed the programme with 25 students submitting FETAC portfolios. Of those who submitted work, 14 successfully achieved a full FETAC Level 4 General Vocational Studies Award. 42 males and 19 females took part in the programme. All students who participated on the course had some level of success even if not earning full qualifications. Many students who did not complete the programme struggled with attendance or personal issues that prevented them from making the necessary commitment to the programme.

At the end of programme review with Coordinators, tutors and support staff, the following recommendations were made for further initiatives:

- Deposit of BTEA grant of €500 to be returned at the end of the programme
- Maximum of 12 students in class
- Payment dependent on attendance and administered direct through Department of Social Protection
- 10 day absence as absolute maximum in line with FETAC regulations
- Fixed venues to house both programmes
- Shorter class day (9am-2pm)
- Minimum success rate on pre-course assessment tests

The ABLE 18-21 programme won the National Projects in Progress STAR Award at the AONTAS launch of the 2011 Adult Learner's Festival which raised the profile of ABLE for potential students but also gave recognition to the achievements of the participants who took part.

#### **6. Formal documentation or recognition of the case**

A final review of the ASLE programme was produced in August 2011 and forwarded to the Steering Group and Department of Education and Science for review. In addition, I wrote on the experience of delivering training to early school leavers through an Adult Education methodology which is due to be published in the 2012 Adult Learner's Journal in August 2012.

As the programme was funded on a fixed term basis, the programme has not been renewed as it was dependent on external funding. As a result the momentum of the programme was lost which hampered the effectiveness of the initiative.

#### **7. Comments from the individual of this case**

I believe that the participants were aware that substantial effort was being made to offer an alternative to existing programmes. There were areas of traditional Adult Education methodology that students had difficulty adapting to as they offered increased independence and autonomy in their learning which they had not been given before. This was destabilising and took considerable time to overcome.

After the initial month, and the core group was formed, the group set their own limits on what was acceptable in terms of behaviour so this became self regulating and the students did appreciate the trust that was given to them.

#### **8. Further comments**

n.a.

## Italy

|          |    |               |         |        |                |
|----------|----|---------------|---------|--------|----------------|
| Case no. | 26 | Tags          |         |        |                |
| Country  | IT | Questionnaire | IT – Q1 | Status | Finalized case |

### 1. Position and tasks of the author

I am a tutor at CSCS and I work with mobility students, supporting them upon their arrival and during their work placements to continuously support and monitor their experience. This includes helping out with initial logistic and cultural problems, offering guidance and support on a daily basis, monitoring their work, talking to their tutors etc.

### 2. The professional context in which the author worked with the individual of this case

I was the tutor of a group of disadvantaged young people from Sweden in the beginning of 2012. this group was taking part in a project that aimed to reintegrate young people that had dropped out of school / or had been unemployed for a long time, by offering them the possibility to go abroad as a way of gaining self esteem, new skills, social competences and motivation. My role was to welcome this group, and in particular this young man, giving them a preparation to the experience, the work placement, and enhance their self esteem in order to face this challenge. Since I am Swedish mother tongue, they were able to express themselves in Swedish, and ask about specific cultural differences between Italy and Sweden.

### 3. Presentation of the individual in focus

There was one young man, 20yrs old from a small city in Sweden, in this group that was particular insecure and without self esteem. He had never been able to complete high school and he was looked upon as a "failure" in his home community. "They usually think that I am not good at doing nothing". He did not talk much about his background but it was evident that even his family had failed in supporting him and making him believe in himself. When it was communicated to him that he was going to work as a waiter, he was initially scared not to be able to live up to the expectations.

### 4. Intervention in order to meet the problem

My first approach was to interact with the group, and this young man, just as if they were normal students, and without asking what kind of problems they had. "This is a new beginning, I know nothing about you, please present yourself." It was evident that they were not used to present themselves, only showing positive aspects, and especially this young man was very shy and afraid of speaking foreign languages.

During the preparation to the work placement (as a waiter in a small family run restaurant) I underlined that the language barrier is not a problem, and that Italians usually do not speak English very well (in Sweden the younger generations normally are very good at speaking English, and those that not speak very well easily believe that they are not "good enough", so when they encounter Italians that speak English in a basic way, it is often the first time these youngster feel that they are good at English).

The first day of work I told him to go confident about his English competences.

### 5. Results of the intervention

After the first day at work, he confirmed that he actually was good at speaking English, and that his new colleagues had asked him for some easy translations. It was obvious that he felt proud about himself and that for the first time his competences in English were evaluated positively.

During his work placement, once he had discovered to be able to speak English he decided to learn Italian, at the end of the experience he could use basic Italian phrases, and words related to his work as a waiter.

His self confidence enhanced as he realized that he actually was able to speak English, and learn Italian. He became more confident and outgoing. He even adopted the Italian version "Emilio" of his Swedish name "Emil" that was given to him by his Italian colleagues, as if that name symbolized his new self esteem.

### 6. Formal documentation or recognition of the case

3 months after the work experience was concluded the tutors and project coordinators in Sweden sent a document with the long term result. This young man had gone self-confident to the employment centre to search for job as a waiter, for the first time believing in himself and his competences.



**7. Comments from the individual of this case**

I have more confidence in speaking English. I realized in Italy that I can actually talk more than I thought. You are forced to try when you are there. I have come to know myself better and this was a real “boost” for my self-confidence!

**8. Further comments**

n.a.

|                 |    |                      |         |               |                |
|-----------------|----|----------------------|---------|---------------|----------------|
| <b>Case no.</b> | 27 | <b>Tags</b>          |         |               |                |
| <b>Country</b>  | IT | <b>Questionnaire</b> | IT – Q8 | <b>Status</b> | Finalized case |

### 1. Position and tasks of the author

I'm a director of VET institution in Italy. I design services, organize, drive personnel, check results

### 2. The professional context in which the author worked with the individual of this case

We started to receive group of disadvantaged students in mobility few years ago. The challenge was to put them in the same situation of the usual students and to demonstrate that they can succeed in the mobility abroad experience.

### 3. Presentation of the individual in focus

We have hosted a young woman with a neuropsychiatry diagnose from Sweden as a member of a seven special needs students group with various characteristics. She ever needed some kind of structured information at work and to know in advance what was expected her to do.

The major problem she was facing in the reported experiences was related to panic and stress for not prepared situations and during situations where she was asked to replay to people asking.

### 4. Intervention in order to meet the problem

She has been putted in a real situation introducing her in a concrete work placement in a normal enterprise with enterprise tutor and customers.

To do it we have protected the situation with some issues:

- the enterprise has been chosen identifying the possibility for the student to be not immediately exposed or not at all if she didn't like it, to the customers
- the enterprise tutor had to be able to communicate in English and experienced in such kind of experiences
- a friendly social environment (other workers, typology of customers, work time)

### 5. Results of the intervention

The student has started to socialize in the situation and to pass her time partly in the kitchen and partly in the dining room of the pizzeria. She started to smile and to express a big satisfaction. We have some picture where is evident the very big satisfaction that the student express through her face.

Many behaviors related to panic and difficulties to stay with other people has started to change very fast and then, when she went back home she was looking as another person. The home tutor was not able to recognize her behaviors and she has been also able to talk to them and to describe the experience she had in Italy.

### 6. Formal documentation or recognition of the case

This experience has been possible thanks to an EU funded project called *Transam*, managed by ACTIVA Sweden. Other organizations in EU are working on the same field and through our network we are promoting the knowledge of this case.

### 7. Comments from the individual of this case

"I've never felt so appreciated in any placement back in Sweden". "Everybody cares and they are all so nice to me. I've also learned how to make really good pizzas. One secret is that they don't use any fat except for olive oil".

"In the pizzeria in Pistoia" Good examples of transnational EU projects – Published by the Swedish ESF-Council and European Mind Sweden AB.

### 8. Further comments

n.a.

|                 |    |                      |          |               |                |
|-----------------|----|----------------------|----------|---------------|----------------|
| <b>Case no.</b> | 28 | <b>Tags</b>          |          |               |                |
| <b>Country</b>  | IT | <b>Questionnaire</b> | IT – Q10 | <b>Status</b> | Finalized case |

### 1. Position and tasks of the author

I am a psychologist working as a social educator for children and teenagers with serious mental illnesses in Florence, Italy.

### 2. The professional context in which the author worked with the individual of this case

My role as a social educator is basically a role of horizontal collaboration with all persons that for various reasons are involved in the life of this mentally disadvantaged person, doctor, schools, institutes etc. And of course I am the key person in the life of the patient/student, his or her reference point.

### 3. Presentation of the individual in focus

I am working since 2 years with Michelle, a 15 yrs old from a Florentine family, that has a severe mental retardation deriving from autism and epilepsy. She suffers from mental crisis that makes her angry (often in uncontrollable ways) and self destructive. She has major problems socializing with other children and following an educational programme.

### 4. Intervention in order to meet the problem

As her educator my role is first of all to stabilize a relationship with her, as all autistic children, she lives in her own world, and getting in contact with them is the first challenge. Once at that level my role implies that I make her understand that I can help her by holding back her destructive and aggressive behaviors, becoming an authority in her daily life.

Practical examples on how I restrain her aggressiveness? Instead of spitting on persons when she is angry, I teach her to blow air with her mouth. Instead of giving a punch, I tell her to clench her fists.

### 5. Results of the intervention

She has become calmer, recognizing in me a help when she starts to lose control. She actually, when she has a “good day” socialize together with other children. And she has stopped spitting at people and punching.

### 6. Formal documentation or recognition of the case

No.

### 7. Comments from the individual of this case

Michelle is not good at expressing her thoughts, but seeing her calm, running towards you to give you a hug or simply see that she can play with other people is the proof that she is doing better.

### 8. Further comments

For persons with mental retardations, even the medication is a key aspect. The work of a social educator can be enhanced or even destroyed by correct or non correct medications.

|                 |    |                      |          |               |                |
|-----------------|----|----------------------|----------|---------------|----------------|
| <b>Case no.</b> | 29 | <b>Tags</b>          |          |               |                |
| <b>Country</b>  | IT | <b>Questionnaire</b> | IT – Q11 | <b>Status</b> | Finalized case |

### 1. Position and tasks of the author

I'm project manager for APL – Accreditation of Prior Learning for youngster in juvenile prison. I work to coordinate and manage project research activities in Italy to establish a method to help young prisoners in acquiring accreditations.

### 2. The professional context in which the author worked with the individual of this case

The activities of eighteen months duration (October 2009-March 2011), have the aim of testing and disseminating best practices in the evaluation, recognition and certification of skills of young people in detention and/or in expiation of punishment. The basic idea of APL came from observing the difficulties that young people in detention have to achieve formal qualifications and the recognition of their skills, with a consequent difficulty for the future access to the labor market or continuing in vocational training.

### 3. Presentation of the individual in focus

Eight young offenders of the Juvenile Penal Institute 'G. Meucci' in Florence (Italy) took an active part in the European project "APL - Accreditation of Prior Learning for youngsters in (juvenile) prison". Some of the participants, probably for the first time in their lives, have thought about those positive moments where they had built and learnt something, becoming aware of their skills and began to think that other choices of life are possible.

### 4. Intervention in order to meet the problem

After a preparatory phase of research, translation and adaptation of the materials to the Italian context, the activities began in January 2011 within the young offenders, testing the portfolio, as means of identification and recognition of skills and learning already acquired by the participants. The portfolio is a method that foresees the collection and organization of materials, documents, certificates, photos etc., which can be used as "evidences" to demonstrate the development of previous skills belonged by an individual.

The participants are responsible for the collection of such evidences, which are usually identified, selected and classified with the support of a tutor. The portfolio can be enriched through the collection of materials relating to both learning and work experiences already carried out by individuals.

The activity of re-construction of competencies facilitates the acquisition of awareness about skills and capacities, highlighting the positive aspects of growth and personal development. The portfolio testing phase, started in January 2011, consisted in individual interviews and common meetings aimed at supporting the young people involved in a process of assessment and recognition of skills and knowledge. Both common and individual phases were conducted using structured procedures, implementing tools developed at international level and using guidance resources of the APL project itself.

### 5. Results of the intervention

Every young man involved was able to define his project, starting from the reconstruction of school, training and professional experiences, then moved to a self-exploration that has shown skills acquired, personal characteristics, attitudes, desires and individual aspirations.

The work has enabled the participants to pick up the pieces of a mosaic that would otherwise be lost and certainly not used.

### 6. Formal documentation or recognition of the case

Published by: Nacionaal Agentschap Leven Lang Leren Programma Leonardo da Vinci • Postbus 1585 • 5200 BP 's-Hertogenbosch.

Cf: <http://www.giustiziaminorile.it/centro.asp?pag=3&id=15&anno=2011>

### 7. Comments from the individual of this case

During the meetings, made in about two months, the researchers could see an unexpected enthusiasm, especially in relation to personal stories and have noticed a growing interest that arose spontaneously in the participants, along with a progressive self-awareness that has been developed through the description of details about what the youngsters could do.

**8. Further comments**

The participants have therefore concluded a common activity that link them together with other young offenders in Europe, hoping that this aspect could also strengthen their will in undertaking new paths for their lives.

|                 |    |                      |          |               |                |
|-----------------|----|----------------------|----------|---------------|----------------|
| <b>Case no.</b> | 30 | <b>Tags</b>          |          |               |                |
| <b>Country</b>  | IT | <b>Questionnaire</b> | IT – Q12 | <b>Status</b> | Finalized case |

### 1. Position and tasks of the author

Avellino Province Official responsible for Youth Policies and Active Measures on education, guidance and professional insertion at work. Direct beneficiaries are citizens and youngsters from 15 to 30 years old.

Special measures and initiatives are developed in order to tackle very high youth unemployment and local economic development.

### 2. The professional context in which the author worked with the individual of this case

Avellino Province is characterized by extremely high youth unemployment over 45%.

The youth generation has been described as “lost generation”, with no hopes in terms of job opportunities and no future. The number of youngsters, who do not look for education or for active professional insertion, is increasing.

### 3. Presentation of the individual in focus

Youngsters aged between 15 and 30 years old have been focused by this experience which aims at overcoming the challenge of the lack of perspectives faced by youngsters. Youngsters participating in this initiative are mainly either students or unemployed.

For a full description of the individual profile is published on official web site of Avellino Province:

[http://www.giovaniprovincia.avellino.it/images/stories/mobilita/Informativa\\_Germania.pdf](http://www.giovaniprovincia.avellino.it/images/stories/mobilita/Informativa_Germania.pdf)

### 4. Intervention in order to meet the problem

The experience aims at overcoming the challenges above via a mobility experience in a foreign country, Germany. The activities during the mobility action focus on the following elements:

- Active youth participation and citizenship
- Sustainable development
- Creativity
- Art and culture
- Community development
- Non formal education
- Intercultural dialogue

### 5. Results of the intervention

Main outcomes of the initiative are:

- increased self confidence
- increased self awareness
- increased self empowerment
- new practical ideas on sustainable and economic local development
- increased social capital

### 6. Formal documentation or recognition of the case

The experience accomplished by youngsters is certified by the Youth in Action certification Youthpass.

For a full description of the initiative and active measures undertaken see official web site of Avellino Province:

[http://www.giovaniprovincia.avellino.it/images/stories/mobilita/Scheda\\_progetto\\_Germania.pdf](http://www.giovaniprovincia.avellino.it/images/stories/mobilita/Scheda_progetto_Germania.pdf)

### 7. Comments from the individual of this case

Individual satisfaction questionnaires are used to register participants views and feedback. Quotes from beneficiaries can be made available.

**8. Further comments**

n.a.

|                 |    |                      |          |               |                |
|-----------------|----|----------------------|----------|---------------|----------------|
| <b>Case no.</b> | 31 | <b>Tags</b>          |          |               |                |
| <b>Country</b>  | IT | <b>Questionnaire</b> | IT – Q13 | <b>Status</b> | Finalized case |

### 1. Position and tasks of the author

I am an independent professional (trainer) working with youngsters in a peer education training course. In this capacity I had several groups with psychological, or physical, or inclusion problems.

### 2. The professional context in which the author worked with the individual of this case

This Swedish young man (aged 20) had a lot of trouble in socializing. He also had learning difficulties and never had a job. He was supposed to make an internship as part of his educational process (VeT). He was a painter but he was very afraid of going, alone, into the enterprise assigned.

### 3. Presentation of the individual in focus

When he was together with his colleagues, he was more comfortable in talking to me. He did not seem to have a particular relationship with the others in the group, but the fact that he was with them somehow gave him force and made him more communicative. He had low self-esteem and did not want to talk much.

### 4. Intervention in order to meet the problem

He was not the only one with self-esteem connected problems. Before sending the youngsters inside their companies for the internship, we decided to make them follow a peer training course. It has been explained that this was part of a project; and that, if interested, they could be put in contact later on with other European youngsters facing the same problems.

### 5. Results of the intervention

This approach made them look at themselves not as people having trouble, but in a new light: as youngsters having something to say, and maybe being able to help some of their peers. Steven, the young man I am talking about, was quite impressed by my explanations. I could tell he had an “aha” – some type of enlightenment that eventually led to a big change.

He has been very attentive, very participative and reacted quite well to all my encouragements.

He not only participated to games (ice-breakers, team building, etc.), but had ideas for improvements. He had a lot of ideas about what to do in a situation; and even how to approach a person facing difficulties of socializing. You could tell that he knew what he was talking about. It was like a new person; the fact of seeing himself as a “peer trainer”, as a person trying to help others, completely unblocked him.

He had a moment when he did not think that he would be able to make it: at the end of the training, when he was told that he had to start his internship. He wasn’t comfortable with the idea of being there all alone.

But, again, the fact that his experience could help others in the future face the same difficulties gave him the force to go on; and we also decided to place another student, a younger one, into the same company.

The fact that he had a student “to take care of” made of Steven a perfect trainer/teacher. He offered to explain things to his colleague; he tried to make him feel comfortable; he helped him facing problems; and talked about his colleague in one of the meetings of our peer training group.

### 6. Formal documentation or recognition of the case

Peer education is one of the activities that I carry on when I work with this kind of groups.

### 7. Comments from the individual of this case

“I discovered a new me”, “I am happy to help others”; “I was too concentrated on my own problems to understand others around me would sometimes face the same difficulties”.

### 8. Further comments

n.a.



|                 |    |                      |          |               |                |
|-----------------|----|----------------------|----------|---------------|----------------|
| <b>Case no.</b> | 32 | <b>Tags</b>          |          |               |                |
| <b>Country</b>  | IT | <b>Questionnaire</b> | IT – Q22 | <b>Status</b> | Finalized case |

### 1. Position and tasks of the author

I'm an educator at "Centro socio educativo per minori l'Aquilone" located in Bottegone Pistoia, Italy. The centre, that is a public municipality structure managed by social Cooperative Arké and Pantagruel, hosts youngsters with social disadvantages, uneasiness or various kinds of problems at school. They are from social exclusion situations, family not able to manage them, immigrants' families etc.

The youngsters are hosted every day after school time.

### 2. The professional context in which the author worked with the individual of this case

The youngster is entered in our structure very early, 4 years ago when he was 11 years hold. He is son of a conflicting separate couple with the father acting as a teenager and the mother as a very rigid personality. The parents' separation has influenced very negatively on him provoking a hard reject of any structured and organized situation evidencing conflicts with institutions and rules in general.

### 3. Presentation of the individual in focus

Male, 16 years old. He has been pointed out by the public social assistance service putting his name in a list of young candidate for this service.

The primary school was experimenting difficulties in managing his presence. He was acting with various negative behaviours also provoking difficult situations with other students.

### 4. Intervention in order to meet the problem

The youngster has been involved in a personal planning written programme. The programme has been undersigned by his social assistance manager, by the family and by our centre. The personal programme contains small but concrete targets to be reached and is monitored every three months organizing meetings with the family members, student's teachers etc.

As the educator designed to help him, I sat beside him for all the period helping him in studying and in taking in charge his duties with the purpose to re-establish a normal situation for him.

A main target was to let him to get the compulsory school certificate, considering his two annual times failure already occurred in the school drive.

### 5. Results of the intervention

The treatment has given excellent results. At the moment he is 16 years hold and he has succeeded in getting the secondary school degree. He has been able to put order in his tasks and to be focused in his targets and purposes. The school staff has recognized his efforts prizing him with the final approvals. The youngster has notably changed his behaviour and has been positively accepted in the school and social context.

### 6. Formal documentation or recognition of the case

The personal development plan created to drive the youngster experience with us is written and undersigned by various players. It remains available to parents and experts working in our structure.

### 7. Comments from the individual of this case

He has been involved in documenting his experience with us writing an article for our Pantagruel Cooperative magazine. In this text he has described very positively his experience confirming good feeling after his progresses.

### 8. Further comments

In my opinion, there are not standard and safe strategies useful for any case, but it is necessary to find the right key for any person to help her with the right support

|          |    |               |          |        |                |
|----------|----|---------------|----------|--------|----------------|
| Case no. | 33 | Tags          |          |        |                |
| Country  | IT | Questionnaire | IT – Q25 | Status | Finalized case |

### 1. Position and tasks of the author

I am a social worker who works with boys and girls living in a difficult neighborhood of my city. These are guys who have left school and who do not work, and therefore at risk of falling into drugs, alcohol and crime. Some of them are very young and although they have the ability to pursue their studies have not done so because behind them there are no strong and balanced families. Many of these kids are not of Italian origin and also suffer discrimination of race, though they live in Italy for a long time.

To try to gather these children and establish a dialogue with them to bring them back on better roads (training courses, school completion, start to work), together with other social workers we do street work, that means go to their neighborhood and talk to them, trying to convince them to gather at our place where they find a space to be together, have fun and above all to build a future.

### 2. The professional context in which the author worked with the individual of this case

One of the girls with whom I could establish a contact was a very problematic girl. I tried to work very much with her because I realized that despite being a very intelligent girl she had very strong character issues. The role that I had with her was that of a reference person who was trying to give advice without being intrusive and without wanting to replace her family or her friend. I tried to become a reference point if she realized that she wanted to try a different route from that she was running. The context in which we worked was that of the street, the neighborhood and the association I was working in.

### 3. Presentation of the individual in focus

This girl was 16 years. He was very intelligent but his family history made her very insecure to the point of becoming aggressive when she was questioned by others. The father was in the country of origin and she lived with her mother and her new partner. I often had the impression that she herself was a victim of her character. We could go through very positive moments in which we could establish a dialogue, but sometimes it was enough something small just to put it all in crisis, and blowing in her violence. Her character had also created many problems in school, which she had in fact abandoned, unable to gain a clear and balanced relationship with their classmates and teachers.

### 4. Intervention in order to meet the problem

It was not easy to determine which way to go with this girl. I think she's one of the people with whom it was most difficult to deal. It was difficult to establish contact with her and when this occurred, it was not possible to know how long it would last. The way I tried to work with her was to not talk directly about her behavioral problems, at least when there was not strictly needed. I tried instead to work on his skills, on what she was good at. I pointed out that she could deal with certain situations without using violence or verbal abuse. It was really important to bring her the message that all the insecurity she felt had no real basis, because she was a smart girl who had before her a future that she could decide herself. Often we collided. I always tried to maintain a well-defined role, because what she needed was not another friend but a person who could direct her, sometimes even showing that there are limits to be respected.

### 5. Results of the intervention

It is not easy to say which are the results of my job, because we will see later on. I think the work done has had some results, temporary results, which I hope will develop later. The girl that I mentioned may not have completely solved her problems but she certainly has benefited from a figure like mine, with whom she could talk, discuss and even clashing, sometimes.

### 6. Formal documentation or recognition of the case

There are no documents about this work.

### 7. Comments from the individual of this case

I think this girl has understood that my role was as a person who wanted to help her. There were times when she has shown a willingness to change and become a different person, believing in herself and in a better future for her.

She never said explicitly that she was aware of what we were doing and the path we were walking, but I knew that at times we were doing a good job. She has not yet managed to get out of certain dynamics that her personal history forced her to live but there are good chances that if we continue to work, she will be able to do it.

### 8. Further comments

n.a.

|                 |    |                      |          |               |                |
|-----------------|----|----------------------|----------|---------------|----------------|
| <b>Case no.</b> | 34 | <b>Tags</b>          |          |               |                |
| <b>Country</b>  | IT | <b>Questionnaire</b> | IT – Q26 | <b>Status</b> | Finalized case |

### 1. Position and tasks of the author

I am an employee working for a social cooperative that takes care of many disadvantaged sectors: disabled, elderly, drug addicts, immigrants. The field for which I work is that of immigrants. Particularly at this time we are dealing with some refugees from Africa who are waiting to get political asylum. It is not difficult to imagine how this condition puts them in a difficult situation, at the limit of social exclusion. These are people who do not know quite what will be their future because they depend on the documents which may or may not receive. Right now they are very fragile people, some of which are likely to get sick not physically but mentally, to fall into depression. I'm not a psychologist but I speak their language very well and I'm used to working in situations of severe distress in which my role is to understand the situation and arrange to supply the services that users need. This is what I'm doing exactly this time with these people.

### 2. The professional context in which the author worked with the individual of this case

The context in which I work is not easy at all. I am in daily contact with tense, unhappy people, who have very limited economic opportunities, but above all do not know yet what will be their future. The frustration for this is large and spreads to all other aspects of their lives. Every little problem (or at least problems that for us in our everyday lives, are small) for them becomes a major source of complaints and discontent. That is not easy. My role is to understand which the reasons to complain about are, and which ones are representing issues that conceal a real malaise. Under the circumstances I find that I decide to involve different professionals. For some of them I called a psychologist expert in migration. For others I decided to make them develop their artistic skills that they used to use in Africa but that here in Italy they couldn't (with a huge suffering on their part). I involved some musicians with whom to pursue the study of music. For others I have involved agriculturalists and beekeepers, to give voice to their hinterland provenance.

### 3. Presentation of the individual in focus

One of these persons, a boy of 22 years, is suffering in particular. Is one of the boys who studied more in his country, he managed to finish high school and he is fluent in two languages. In this moment is very dissatisfied at the limits of the depression because he cannot find a way to this point in his life. He is one of the persons with whom it was more difficult to find a way to improve his discomfort. Precisely because he's so intelligent he could not be "distracted" with alternative activities that could distract from the long wait of documents. He is also brought into sharp contrast with the cooperative, questioning our work and our reliability. It is very smart and he has leadership skills, in his country he was one of the most talented guys in studying and working. Living a situation like this is stressing him a lot.

### 4. Intervention in order to meet the problem

It was not easy to find a way to calm this person. It's not easy even now, and this is because his situation is a difficult and precarious situation indeed.

The way I used was first of all let him know that I'm there for him and that I do care about him and his destiny. I try to make him understand that we are always there for him and for everyone else and that no one wants to tease him. It was important, especially because he is a guy so cute and smart, to speak clearly and adult, without even telling half-truths and being very clear with the current political situation in Italy. Then I became aware that even if I speak well his language it was necessary to consult another person, a person who spoke his dialect, who came from his own country and who currently lives in Italy and knows Italian culture. I then called a mediator who has helped me a lot to break down some barriers that alone I could not solve.

### 5. Results of the intervention

After deciding to call the mediator the boy is a bit better. He is not completely fine but he has reinitiated to attend group activities and to talk with me and other workers. His situation is not resolved, but the mediator made him understand important aspects of our country, our way of working and behaving in a way he had in mind a clear idea. The boy now has a little bit more confidence and hope.

### 6. Formal documentation or recognition of the case

There are no documents about this work.

### 7. Comments from the individual of this case

The boy now is aware that my role is not that of a person who wants to make fun or tell lies, but the role of a person who works for him and with him, with all the difficulties that are related to the bureaucracy, politics and that does not depend on my will. He did

not say explicitly that he understood but everything in his behavior suggests he has received and accepted the message.

**8. Further comments**

n.a.

|                 |    |                      |          |               |                |
|-----------------|----|----------------------|----------|---------------|----------------|
| <b>Case no.</b> | 35 | <b>Tags</b>          |          |               |                |
| <b>Country</b>  | IT | <b>Questionnaire</b> | IT – Q28 | <b>Status</b> | Finalized case |

### 1. Position and tasks of the author

I am director of vocational training and research centre.

I am responsible for the conception and implementation of active measures to promote training, insertion of young people and adults into labour market, economic development and business support.

### 2. The professional context in which the author worked with the individual of this case

CSCS, with its division Italymobility.com, is one of the key players in Tuscany in the field of learning mobility, hosting each year over 300 vocational training students from various European Countries.

After one week full immersion language and culture course, the mobility students undertake a work placement focused on their field of education.

Learning mobility is a challenging experience: the educational process is indeed very intense as students are faced with a number of demanding and often new tasks. To name a few of them:

- Develop autonomy required to live on your own
- Learn a new language
- Manage own financial resources
- Establish relationships with people with a different cultural background
- Integrate in a work environment using a foreign language
- Use public transports and orientate in a different country

Facing these challenges can sometimes be hard and, whereas some students can easily access to own inner values and resources and overcome the barriers standing in front of them, some other might need support and assistance.

CSCS operates with professional tutors who are responsible for monitoring and mentoring, on a weekly basis, the educational process accomplished by each student.

The case is focused on CSCS efforts and activities to enhance support mechanisms for learning mobility by identifying, training and then cooperating with volunteer mobility students actively involved in providing assistance to those students and providing peer support to those in need.

### 3. Presentation of the individual in focus

In September 2011 CSCS has hosted a group of young vocational training students interested to accomplish work placements. Some students have faced high difficulties in meeting the expected behaviours and express the profession skills and competencies at the work place.

Some students have been refused by the host company who have expressed the wish to terminate the work placement. We believe this has happened due to a number of challenges:

- First time living alone apart from the family
- Lack of technical skills
- Lack of self confidence
- Lack of interpersonal and social skills

### 4. Intervention in order to meet the problem

We have implemented a peer education support system, involving learning support assistants as peer mentors, providing on weekly basis, individual and group support, via formal and informal meetings.

Peer educators have offered direct consultancy on individual problems, facilitating reflection on challenges perceived / experienced by mobility students.

Peer educators have received guidance and support by supervisor who have discussed and approved actions.

In some instances, mobile students have been supported in the definition of action plan, with weekly deadlines and deliverables, for ensuring successful work placement.

#### **5. Results of the intervention**

All mobility students have improved their self confidence, changed their approach to work placement, becoming more committed and developing awareness about their duties and rules.

The host companies have changed their overall evaluation about the work experience, appreciating the contribution made by mobile students to their operations.

#### **6. Formal documentation or recognition of the case**

The outcomes and evaluation of the work experiences have been formally certified by the means of Europass Mobility Certificates both for the mobile students as well as for the peer educators and learning support assistance involved in the support measures.

#### **7. Comments from the individual of this case**

Individual satisfaction questionnaires have been filled in by all mobile students involved.

Quotes from both mobile students as well as from peer educators and learning support assistance can be shared and published.

#### **8. Further comments**

This experience is strategic in the adoption of peer education and mentoring within vocational education context and within trans-national learning mobility.

## Poland

|                 |    |                      |         |               |                |
|-----------------|----|----------------------|---------|---------------|----------------|
| <b>Case no.</b> | 36 | <b>Tags</b>          |         |               |                |
| <b>Country</b>  | PL | <b>Questionnaire</b> | PL – Q9 | <b>Status</b> | Finalized case |

### 1. Position and tasks of the author

I'm a school psychologist in junior high school. One of my duties is identifying and supporting students with difficulties in learning. I counteract playing truant by students. I teach them proper (socially accepted) communication not only in relation to their friends. I work with students individually and on group sessions.

### 2. The professional context in which the author worked with the individual of this case

A student of the first class in junior high school didn't pass to the next class, mostly because of playing truant. At the end of the last school year he was diagnosed in educational and psychological consulting office. Low self-assessment, many arrears in knowledge, problems with concentration, psellismus and disorders in communication were diagnosed. Meetings with the boy are to help him succeed adequately to his potentials. They would help him raise his self- assessment and teach him normal relationship with mates.

### 3. Presentation of the individual in focus

A 15-year old Polish. He didn't pass to the next class while he attended primary school. He also didn't pass to the second class of junior high school. His parents are over 50. His mother is seriously ill, currently unemployed. Father works as a builder. The boy has two elder sisters who already have their own families. The boy is certain he won't manage to learn. He doesn't like going to school. He is convinced that both students and teachers don't like him. He thinks that student and teachers provoke him behave aggressively, because they have a lot of remarks.

### 4. Intervention in order to meet the problem

The students come on sessions with a school pedagogue. During sessions we recognized styles of learning. By playing educational games we make up arrears at school programme (counting, reading comprehension). He learns self-discipline. I engaged him in school's volunteer event , which is making and selling Christmas cards(art-therapy method). Thanks to these activities he practices proper communication and raises his self-assessment.

We also practiced help-concentration exercises (educational kinesiology-one brain).

### 5. Results of the intervention

Since he attended meeting with school psychologist regularly, he stopped playing truant and his school behaviour got better. He is often active during lessons. His grades improved. He is accurate in tasks he takes up. His self-assessment improved either. He smiles a lot and has a small group of friends, where he feels safe.

### 6. Formal documentation or recognition of the case

All activities are recorded in school documentation. I discuss progress with parents and school head teacher. There are no publications.

### 7. Comments from the individual of this case

The student is pleased and is willing to come to more meetings. He is not afraid of school and their mates.

### 8. Further comments

Building the relationship with their parents was very helpful. Thanks to that the boy felt safe in my presence.

|          |    |               |                  |        |                |
|----------|----|---------------|------------------|--------|----------------|
| Case no. | 37 | Tags          |                  |        |                |
| Country  | PL | Questionnaire | PL – Q16 / QTF41 | Status | Finalized case |

### 1. Position and tasks of the author

I am a pedagogue in junior secondary school in Poland. My duties are observing and diagnosing environment of students. I also identify their needs in the aspect of overcoming education barriers, maintaining proper relations and preventing aggression. I take care of Gipsy students at our school.

### 2. The professional context in which the author worked with the individual of this case

A Gipsy student started learning in our school at the age of 15. The regular age to start junior high school in Poland is 13. He repeated a year twice in primary school. Now he has problems in learning and adapting in school environment. My aim is diagnosing the reason of problems and helping him to overcome them.

### 3. Presentation of the individual in focus

A 17-year old Gipsy student. Who lives in the environment where tradition is important. This year he has chosen his Gipsy wife and they have already had a baby son. From his parents point of view education isn't important comparing to traditional knowledge passed through generations. *Romanipen* is on the first place. The student is nice and tries to succeed. However, his being behind at school and family obligations make it impossible. He doesn't get any support in his home environment.

### 4. Intervention in order to meet the problem

The student is under my tutorship. He has had assistance from more talented student which helped in quicker adaptation in the school environment. I cooperate with a form teacher and other teachers to create a stage schedule of checking educational material. I contacted a Gipsy assistant and I took part in workshops for pedagogues cooperating with Gipsy community. Gained knowledge let me understand traditions and customs of different Gipsy communities living in Poland and in our local environment. The student got a scholarship from a Polish government programme of supporting Gipsy communities in Poland. I maintained contact with student's parents, especially father, who is a significant person for him. Together with father we planned further education career for the son.

### 5. Results of the intervention

The student finished the first class of junior high school. He is accepted in school environment. His scholarship was used to buy books and school equipment. The teachers got from me basic information concerning the lifestyle of an average Gipsy family which helped them understand the student's situation. Together with parents the student decided to continue education in middle school for adults. This form of education allows him to continue education with vocational training. Money earned in apprenticeship he allocated in his small family budget. He could partly take care about his family. He succeeded personally and educationally.

I used beneath links for finding help and methods to work with the boy:

[www.romowie.edu.pl](http://www.romowie.edu.pl)

[www.romowie.info](http://www.romowie.info)

[www.ceo.org.pl](http://www.ceo.org.pl)

[www.edukacja.edux.pl](http://www.edukacja.edux.pl)

[www.msw.gov.pl/porta1/pl/181/Program\\_na\\_rzecz\\_spolecznosci\\_romskiej\\_w\\_Polsce.html](http://www.msw.gov.pl/porta1/pl/181/Program_na_rzecz_spolecznosci_romskiej_w_Polsce.html)

### 6. Formal documentation or recognition of the case

All activities taken are recorded in my pedagogue register. All important decisions were taken up with the school principal. There were no publications. All the methods and tools I used are written in pedagogue register. If there is any need to translate them I can provide the material for the project to be translated and sent.

### 7. Comments from the individual of this case

The student expressed his satisfaction, especially from the fact he continued his education in the middle school for adults. He talked a lot of his own family. The parents were happy, too.

### 8. Further comments

n.a.



|                 |    |                      |                  |               |                |
|-----------------|----|----------------------|------------------|---------------|----------------|
| <b>Case no.</b> | 38 | <b>Tags</b>          |                  |               |                |
| <b>Country</b>  | PL | <b>Questionnaire</b> | PL – Q19 / QTF44 | <b>Status</b> | Finalized case |

#### 1. Position and tasks of the author

I am a teacher in junior high school in Wrocław, where I teach maths and IT. My other duty is to carry out one-to-one teaching lesson with students who have difficulties in learning or acceptance by classmates.

#### 2. The professional context in which the author worked with the individual of this case

In my one-to-one teaching, firstly I concentrate on identifying student's needs and obstacles which unable student's development. I try to maintain contact with a student. I level up his knowledge and skills gradually.

#### 3. Presentation of the individual in focus

A 17-year-old Polish student in vocational class has problems with class acceptance. Because of that he plays truant a lot. When he comes to the lesson he can't concentrate because he keeps thinking about classmates, their opinions about him. He is only concentrated on what classmates say about him.

#### 4. Intervention in order to meet the problem

Because the boy can't concentrate on learning only, he was given one-to-one teaching lessons, with a programme suited to his needs. I would like to engage him into class society, but for now it isn't possible, because he has so much material to keep up. The class relations doesn't help him, only disturb. I have to prepare the class for his coming back. We do a lot of workshops on tolerance, communication skills and acceptance. The student must finish the second class at one-to-one teaching. I will try to introduce him back to the class in the third year.

#### 5. Results of the intervention

The student described above finished the second class on one-to-one teaching lessons. He stopped thinking that the class doesn't accept him. He started to think about the reasons why the class didn't accept him. I facilitated his contact with school pedagogue who asked him on socio therapy classes.

#### 6. Formal documentation or recognition of the case

Pedagogues register and class register. In the class register and pedagogue register there is information written. The student cannot concentrate on one task for longer time. Therefore I introduced breaks to change the topic of talks and to relax. The student was eager to talk and boast about his achievements in music field. Such "free talk" improved his ability to concentrate and he could learn more. Additionally the possibility to talk about his passion made him satisfied. That's why I didn't have problems with attendance. He knew he could share his passion with me and there is someone who wants to listen about it. Because I was talking to him a lot I noticed his changes in mood and sudden changes of topics. In this case and in the others I coped with I found out that the best are individual and informal contacts. Yet you cannot use one scheme to every person, so flexibility is crucial there. The most important is to find a key to a person by individual contact.

#### 7. Comments from the individual of this case

Yes he was pleased that he finished the second class.

#### 8. Further comments

n.a.

|                 |    |                      |                  |               |                |
|-----------------|----|----------------------|------------------|---------------|----------------|
| <b>Case no.</b> | 39 | <b>Tags</b>          |                  |               |                |
| <b>Country</b>  | PL | <b>Questionnaire</b> | PL – Q20 / QTF40 | <b>Status</b> | Finalized case |

### 1. Position and tasks of the author

I am a PE teacher in junior secondary school. I teach students aged 13 to 18. My main goal is showing to young people how to spend their free time effectively and in an interesting way. I tell them how important is their physical activity and everyday hygiene. I also try to show the value of sport and fair play competition. I introduce ideas of tourism, everyday physical exercise. We often talk about healthy lifestyle, stimulants and adequate behaviour. In my 15 year experience I've completed many workshops such as:

- hyperactive student
- influence of psycho-active drugs on a young man
- a contact between a teacher and a special needs student
- a hyperactive student at a school desk

### 2. The professional context in which the author worked with the individual of this case

All workshops I've done and years of working in the teacher's profession help me in choosing the best method to work with a student. Each one is different and each one needs different approach to cope with his problems. That's why I cannot specify one method I use. I work on my tries and mistakes. If any tool doesn't bring suggested results I try to use another one. In the case of my students I cannot count on parents' help, because they cannot cope with their problem themselves or don't have tools, ideas to motivate their children to spend their time physically active and hygienic. Parents themselves do not live actively; they smoke, spend their free time in front of a TV and try to explain the lifestyle by overworking in the place of work and at home. In my opinion the key to young people lies in their parents, because the parents show their children how to work or live.

The student has problems of finishing the school year with positive grades. The problem is he can't memorise the school material. He has the problem even though I divided material on very short sections. The student comes from the family with alcohol problems, because of it he used to stay in orphanages and in foster family. In the psychological survey all those situations from the past had a tremendous influence on his life as a teenager.

### 3. Presentation of the individual in focus

A 16-year old Polish boy is for the third time in the same class. He is debauched, smokes and drinks alcohol. He can't remember the material from the lesson. I shortened information given but still he doesn't remember. He is brought up only by mother. He has very poor results. He is strong only in a group and never acts alone. If there is a problem to overcome he withdraws. First he provokes the group to rebel then he escapes. He plays truant a lot. The biggest obstacle for him is his lack of concentration. He is sometimes vulgar and usually doesn't respect others. He has court-appointed curator.

### 4. Intervention in order to meet the problem

The student attends socio-therapy every week. These lessons help him a bit, but still he has tremendous problems and they didn't finish. There were numerous meetings with the school pedagogue, his mother and court-appointed curator. He refuses any help. I started to meet him personally, talk to him on school corridors, in front of the school. He seems to accept me, because I don't want him to explain anything. We only talk about his life and we skip the school subject, which is very hard for me and him. After several weeks he started to talk about school and his failures. But still he doesn't want to change his lifestyle. I decided he should have more socio-therapy meetings. There is a little progress in his behaviour but I am at the beginning of my way to motivate him and change his attitudes.

### 5. Results of the intervention

After increasing socio-therapy meetings in a three people group, he began to meet me more often. We keep in touch once a week. My positive attitude caused our relations to warm up.

### 6. Formal documentation or recognition of the case

Class register and pedagogue register. If there is a need to use the notes they can be translated for the sake of the project.

### 7. Comments from the individual of this case

Not yet.

**8. Further comments**

In my everyday work I underline the importance of hygiene (washing hands, brushing teeth, having a shower after PE classes). I talk to students presenting them different activities of spending free time. They recognize the value of active and hygienic life. I say that one doesn't have to be an athlete to go to a park for jogging, or professional swimmer to go swimming. I encourage my students to meet not at home by TV, but on bike meetings, or on walks. I see the solution of some problems through sport and recreation. I encourage students to take part in activities provided in community centres (dancing, martial art, yoga, jogging).

|                 |    |                      |                  |               |                |
|-----------------|----|----------------------|------------------|---------------|----------------|
| <b>Case no.</b> | 40 | <b>Tags</b>          |                  |               |                |
| <b>Country</b>  | PL | <b>Questionnaire</b> | PL – Q24 / QTF43 | <b>Status</b> | Finalized case |

### 1. Position and tasks of the author

I am a psychologist in Psychology Consulting Office. I diagnose children, their problems in development, educational and family contexts. I also advise parents in bringing up children. I write opinions with recommendations of further care, stimulation and correction educational attitudes. I give opinions on teachers' applications. I consult various cases.

### 2. The professional context in which the author worked with the individual of this case

I accomplish evaluation for students with emotional problems whose parents are divorced. I analyse situation following both the diagnose itself and therapeutic meetings with parents. I bring into agreement proposals of child's emotion protection. I use mediation, still keeping in mind superior aim – protection of a child.

### 3. Presentation of the individual in focus

A 14 year old boy with unsettled feeling of safety, because of his experiences. He was separated from his father and his mother abandoned him. The boy's grandmother adopted him. He experienced a lot of defeats like poor education, health problems, disorders in behaviour and emotions. I work both with the boy and the grandmother, because they need to be schooled. The boy needs to be educated in the integration classes. The grandmother needs to have her educational and family attitudes altered.

### 4. Intervention in order to meet the problem

I start talks and consultation with the family and the school. In the case described above I consulted socio-therapy community centre, psychiatry consulting office for young people and juvenile court curator.

If there is the need I start consultation with other institutions which provide care and help, such as: juvenile court, court appointed curator, medical centres posts, especially centres for youth psychical health.

### 5. Results of the intervention

Three: the boy started to feel secure, his education results improved a bit, his grandmother changed her attitude towards his bringing up. She tries to be more strict and requiring.

### 6. Formal documentation or recognition of the case

My office documentation.

### 7. Comments from the individual of this case

He thanked me for listening and assuming activities. Emotional contact was crucial-giving support and reinforcement.

### 8. Further comments

In my opinion the most important is emotional contact, giving reinforcement and support. At my work I use psychological knowledge and experience. I also use the most current skills and knowledge I gain. Procedures and standards are included in legal basis of Psychology Consulting Office. You can find procedures and practices on [www.ptp.org.pl](http://www.ptp.org.pl) - the official website of Polish Psychologists Society, of which I'm a member.

|                 |    |                      |                  |               |                |
|-----------------|----|----------------------|------------------|---------------|----------------|
| <b>Case no.</b> | 41 | <b>Tags</b>          |                  |               |                |
| <b>Country</b>  | PL | <b>Questionnaire</b> | PL – Q29 / QTF42 | <b>Status</b> | Finalized case |

### 1. Position and tasks of the author

I am a chemistry teacher in a middle school. I am also a form teacher in vocational classes. My duty is to prepare students to go to two-year vocational school or vocational courses for adults.

### 2. The professional context in which the author worked with the individual of this case

A student has difficulties in learning, he plays truant a lot. He didn't pass the fifth grade in primary school and twice the first class in the middle school. I try to find out the cause of his absence and start to counteract it. I would like him to finish our school, first of all to finish the first class. After the interview and the visit at his home:

I followed these steps of diagnosis:

- observation – how he functions in mates group, and at home
- inquiry in student's home – family situation
- problem analysis – what are the reasons for skipping lessons, how he spends free time, what changes should be made to stop playing truant, who helps the student. It was important to know the reason for playing truant; in this case it was bad family situation, low self-assessment, lack of belief in himself.

Actions taken up:

- The student starts an individual log of attendance
- Contact with parents is set up once a week
- The student must take part in catch-up classes
- The student was asked to take part in art club

### 3. Presentation of the individual in focus

A 16-year old boy who didn't pass three times in his school career. He started coming to our school to a class with vocational training. He is too old to continue education in regular middle school. The main problem is his absences. When he finally comes to lessons he is not concentrated, he doesn't work, he is absent-minded. When asked questions he doesn't answer. Contact with parents is difficult, too. They don't attend parents meetings and respond letters' invitations to school.

### 4. Intervention in order to meet the problem

Because parents don't come I decided to visit them. I could do it, because I was his form teacher. I found out there was serious alcohol problem at boy's home. The father was an alcohol addict, the mother didn't work at all. The boy had two siblings. The budget situation was dramatic. There were frequent arguments at home. After our conversation the mother decided she needed help.

### 5. Results of the intervention

The visit at home gave positive effects. I helped the mother to find a job in a shop. I kept in touch with her. Good cooperation with the mother had positive influence on the boy. He started to come to school every day. He kept the notebook with his everyday attendance. On the lessons I started the method of positive education-praising the smallest progress. This motivated him to make notes, to take active part in the lesson. I also noticed his maths and art talents. He believed in himself.

### 6. Formal documentation or recognition of the case

Class register and attendance register, pedagogue register, class teacher register.

### 7. Comments from the individual of this case

He said: "Thanks to you I finished this school." Currently he is in two-year vocational school.

### 8. Further comments

How you cope with the parent is a crucial moment. In the case described the way to success was maintaining a contact with student's mother. Until our meeting at student's home, mother avoided the contact with school. She had negative attitude to institution, as well as system. After the interview I found out that previous class teachers couldn't cope with the students, therefore they

tried to accuse the mother for neglecting. My understanding of that situation and offering help opened the dialogue between us. Satisfactory cooperation with mother, made her son change his attitudes towards school.

|                 |    |                      |          |               |                |
|-----------------|----|----------------------|----------|---------------|----------------|
| <b>Case no.</b> | 42 | <b>Tags</b>          |          |               |                |
| <b>Country</b>  | PL | <b>Questionnaire</b> | PL – Q31 | <b>Status</b> | Finalized case |

### 1. Position and tasks of the author

I'm a corporate agent of the "Praesterno" Foundation. Besides coordination of the foundation's programme I also responsible for everyday substantial work with beneficiaries. I carry out psycho-education workshops with classes in junior high schools and high schools. I also work with youth support group. I carry out advisory service and consultancy for young people and parents, as well as psychological help individually for parents and youth.

### 2. The professional context in which the author worked with the individual of this case

I carry out support and mediation workshops for first and second classes of junior high schools. The main purpose is to diagnose interpersonal relations in a group of students. When the problem is diagnosed I propose solutions to improve or change the class situation.

### 3. Presentation of the individual in focus

A class 2d – junior high school students – all of them 15. We spent four lessons together. From the information given before the meeting I knew that there were a few outsiders in the class who generated divisions and generated tension in relations. I was also informed about low motivation to learn, especially the most talented students, who had 30 points at the primary school end test (the maximum was 40 points).

### 4. Intervention in order to meet the problem

During two first lessons I was diagnosing the class situation and choosing the most crucial problems for students to discuss and to change in the following workshops. After introduction, setting the aims of our workshops and the rules of discussion, I proposed to work in groups. The students chose the groups on safety and friendship criteria. It simple exercise gave me opportunity to look into groups' structure. It showed me outsiders who didn't want to join any groups but finally they had to it in order not to stay without any group. All the groups had a task of brainstorming. They were supposed to write the things they liked and the things they didn't like in their class. The ideas were written on one piece of paper and we started to discuss them. During the discussion a few problems were brought to light. The first one was a problem of outsiders' integration with the class. The second one was a firm division on boys and girls in the class. I had two crucial questions to answer: How to make outsiders join the class? How to create a class of students (boys and girls together)? The case of low motivation was discussed at the beginning of summary. From the information introduced by students I realized that parents did not check and control students' knowledge and homework. They did not check if the students were prepared for short tests and end of semester tests. Students felt alone and didn't feel motivated. Without help from parents they didn't feel obligated to learn. And they had to experience the value of education themselves. They had to realize how marks influence their future choices of high school or vocational school.

### 5. Results of the intervention

Two other lessons were about:

1. Describing and explaining mechanism of being outsiders and their roles in the group. We were discussing who was supposed to take up certain actions and what had to be done, also what difficulties they could meet?
2. Describing and explaining differences between sexes in the context of psycho- emotional development. Dividing the group on smaller teams and looking for changing the class situation and finally discussing situation with the class and the class teacher. The class teacher took part in two lessons.

### 6. Formal documentation or recognition of the case

Documentation which I present to my Foundation.

### 7. Comments from the individual of this case

The students were willing to work and wanted to solve their problems. I realized that they were happy somebody saw their problems and wanted to talk about them. They were relieved when we found solutions. Class teachers were also positive about the workshops.

### 8. Further comments

No.

## Romania

|          |    |               |                 |        |                |
|----------|----|---------------|-----------------|--------|----------------|
| Case no. | 43 | Tags          |                 |        |                |
| Country  | RO | Questionnaire | RO – Q7 / QTF40 | Status | Finalized case |

### 1. Position and tasks of the author

I am teacher at a school I-VIII classes in rural area. I teach children with ages between 7 and 11 years old. In my daily activities performed with students I have always taken into account the curriculum developed by the Ministry and often tried to put theory into practice, to combine traditional with modern and especially to support children with school problems.

### 2. The professional context in which the author worked with the individual of this case

A student from ethnic gypsy, 3rd grade student, with a lot of absences, because she does not want to come to school. I turned my attention to identify the reason of absences: classmates had an inappropriate behaviour towards her and school situation was poor. I developed an individualized plan in the classroom and I managed to prevent abandonment of the child's in school.

### 3. Presentation of the individual in focus

The student that I referred to came from a poor family, from gypsy ethnic. She lived with her grandmother because her parents were at work in France and had no moral support. Identifying the child's problem I found barriers that prevent her education and social integration respectively integration in the group of students. Mention that the student attended 1st and 2nd class on other school.

### 4. Intervention in order to meet the problem

To solve the problem we developed an intervention plan in the classroom and an individualized plan for the student. Through this teaching tool I managed to tempt others to respect her, to accept her as a child like them. By visiting the student at her home I determine her to come back to school, I talked with her grandmother about this aspect.

### 5. Results of the intervention

Frequently at school this student was good, and made friends among classmates not been withdrawn and isolated as before. No longer missing from school, school situation was improving. By permanent encouragement, by additional explanations, by hours of remedial training, the student was able to promote 3<sup>rd</sup> grade courses and overcome the obstacle caused by ethnic background.

### 6. Formal documentation or recognition of the case

Yes, I believe that this case is interesting (Gypsy ethnic and parents working abroad). With these problems in class, I guess we need to do some changes in teaching methods, and to adapt them at this situation.

### 7. Comments from the individual of this case

Yes, she realized that at school can learn a lot of interesting things that may require explanation when you do not understand certain information that is free to express their feelings and desires.

### 8. Further comments

n.a.



|                 |    |                      |                  |               |                |
|-----------------|----|----------------------|------------------|---------------|----------------|
| <b>Case no.</b> | 44 | <b>Tags</b>          |                  |               |                |
| <b>Country</b>  | RO | <b>Questionnaire</b> | RO – Q13 / QTF41 | <b>Status</b> | Finalized case |

#### 1. Position and tasks of the author

I am teacher at Primary School number 12 in Decebal at 3 grade. My role is to motivate and to determine my students to learn and to come at school for pleasure.

#### 2. The professional context in which the author worked with the individual of this case

In "Growing together" Educational Project – Save the children, I tried to help the children which have the parents in foreign countries, for working, using an individual plan of counselling.

#### 3. Presentation of the individual in focus

I made refer at R.D.G, a student with both parents who were leaving in diaspora. He is missing them, he is thinking that because of him they had to work there, and even if he remains with his grandparents, are still young. The young boy miss his parents, and me, as a educational counselor, I had implicated him in educational activities, to made him feel like he is not alone because his parents are missing.

#### 4. Intervention in order to meet the problem

The children participate at the Program with pleasure, because he is socializing with other colleagues, and my role is to create an emotional climate for him and for other children.

#### 5. Results of the intervention

Some of these children want to succeed their parents abroad. I tried to explain them the "beauty" of the craftsmanship, and the fact that learning is more important, very important. By taking this decision, parents were thinking to secure better conditions for them (pc, phone, a house, etc.)

#### 6. Formal documentation or recognition of the case

The problem of children with parents working abroad is a very relevant and topical issue.

#### 7. Comments from the individual of this case

The children are attending this program because it is supporting them psychologically and help in achieving homework.

#### 8. Further comments

n.a.

|                 |    |                      |                  |               |                |
|-----------------|----|----------------------|------------------|---------------|----------------|
| <b>Case no.</b> | 45 | <b>Tags</b>          |                  |               |                |
| <b>Country</b>  | RO | <b>Questionnaire</b> | RO – Q42 / QTF42 | <b>Status</b> | Finalized case |

### 1. Position and tasks of the author

I am director of School no.95, Bucharest and the coordinator of the "Second Chance Programme" which is implemented in our school. The "Second Chance" Program is an initiative of the Ministry of Education, Research and Innovation (MERI), which comes to a problem faced mainly by disadvantaged communities, namely the existence of a large number of people who exceeded the legal age of school without being able to complete compulsory education.

### 2. The professional context in which the author worked with the individual of this case

School no.95, situated in Vitan district, Sector3, Bucharest, next to the Mall store, has as over 100 years history and is considered to be an architectural monument. It was founded 1893 as the Mixt Primary School no. 31 – Metropolitian Nifon.

In terms of educational and cultural environment from which disadvantaged children in most of the dropout situation come from, especially Roma, do not provide the foundations for cultural and linguistic knowledge necessary appropriating minimum scale.

In school there are 127 recorded statements of self recognition of ethnicity. This is not found in other ethnic minorities in the school, whose share in the school population is much lower, but varied.

The drop-identified causes are:

- children disinterest towards education;
- negative perceptions of Roma people regarding the education role and importance in their children training and development;
- precarious financial situations;
- conflicts with colleagues;
- affiliation to "neighbourhood gangs".

### 3. Presentation of the individual in focus

In socio-economic terms, the area where school no.95 is located, live 30 Roma families who either do not have a fixed job or perform paid work or practice on small business (often illegal) because they did not complete education binding and have no qualifications. Besides these, 21 families live hard, sometimes to survival limit, are dependent on their children state allowances and social assistance mechanisms (Social Welfare Department of the City Council District 3, Red Cross). In most cases it is practically impossible for some families to bear the cost side school (clothing, school supplies, and medicines).

High percentage of Roma population (22%) and unemployed (16%) is reflected in poor financial situation of many school students families. The apartments, which these families live are overcrowded, affecting normal psycho-intellectual and behavioral development of children.

Approximately 10% of the pupils' families, have an unclear marital status, legally speaking, some children are indefinitely entrusted to be growth by relatives. Reality, reveals the existence of many single parent families (12%), especially single mothers with children living alone on welfare and the allocation of children. As a result, many of these children are used by their parents, in activities of provision which bring additional income into their family in order to succeed in surviving.

### 4. Intervention in order to meet the problem

We have organized an action whose aim was the popularization of the "Second Chance" program, to bring those interested in school, and to attract those who hadn't proposed this yet. In particular, our attention was directed toward the discovery of those who left school after four, five, six, or seven classes, that have to enroll in lower secondary classes, school will receive in its program students in the classes I – VIII.

We organized meetings with people interested and responsible in education process, from sector in which school works, namely:

- School support group - director, secretary, counselor, mediator, teachers, Roma parents;
- Representatives of the community public institutions - hall, prefecture, police, church, health care;
- NGO representatives;

- Representatives of state and private companies.

We presented the "Second Chance" program and its first year results. Informed people about the school's ability to expand the program and about possibilities to cover educational needs of young people who have left school before obtaining a mandatory eight grade diploma. Without this degree students cannot follow professional qualification courses, are not employed and are unable to earn a decent living

Were made up work teams composed of people representing various institutions and organizations, who proposed themselves targets/objectives:

- to identify (young) adults fall into target
- to directly contact them and their families
- to inform them about the program
- to lead and help them to enroll in courses

Were identified possible barriers and solutions, working methods and deadlines were proposed.

The action took place over three months - July, August, September, and was double sense monitored. Teams representatives phoned and asked to be informed if people contacted and informed by them were enrolled in school; school, in turn, contact the team responsible for bringing up to date information.

Moreover we hired a roma mediator in order to help roma people to feel more comfortable and to discuss not only with the students, but also with their families. In this way we were able to reach this target group and not only convince them to finalize their studies, but not to abandon once more school.

#### 5. Results of the intervention

In this way, at 1st of October the number of young people enrolled in the "Second Chance" Program lower secondary education increased considerably. We formed a network that works and it is very helpful for them and for us, a network that is continuously developing and formed by different stakeholders.

#### 6. Formal documentation or recognition of the case

In this context, the "Second Chance" Program, which takes place in School no. 95 is an opportunity for continuing primary and secondary education for those who have not completed school. Therefore, it is aimed to increase the number of classes in the "Second Chance" Program, lower secondary cycle.

Starting with 2005-2006, School no.95 entered in the "Second Chance" Program, first in the primary – i.e. grades I to IV for (young) adults who abandoned school in the range of these classes, or had never been enrolled in school.

After couple years of experience in which we dealt with a lot of young people in grades 1-4, aged 14-23 years, at the graduates suggestion we started enrollment in lower secondary school grades 5-10."

#### 7. Comments from the individual of this case

After many months of working with these persons, we received positive feedback from them, and in turn they helped us to promote the Second Chance Programme.

We've realized that success was due to the fact that we managed to keep a permanent connection and I communication with them and their families, we anticipated problems that could occur, and helped them overcome barriers.

#### 8. Further comments

n.a.

|                 |    |                      |                  |               |                |
|-----------------|----|----------------------|------------------|---------------|----------------|
| <b>Case no.</b> | 46 | <b>Tags</b>          |                  |               |                |
| <b>Country</b>  | RO | <b>Questionnaire</b> | RO – Q43 / QTF43 | <b>Status</b> | Finalized case |

### 1. Position and tasks of the author

I'm a school mediator and I work in a school in which I had been also a student. I'm gypsy, as the majority of the students who follow our courses.

Among my responsibilities also include maintaining an ongoing relationship with student families, gathering information about educational needs and identifying ways to support people in community schooling, carries out mediation in student-teacher-parent relationship, facilitating and attracting people with difficulties in education and training activities, family communication system mediates social support and guide them to benefit from the rights under the law, contribution to social inclusion due to reduced non-schooling etc.

### 2. The professional context in which the author worked with the individual of this case

I remember that in one day, a teacher came to me and presented the situation of girls who didn't come to school for some time and who risked to be expelled. We talked and agreed to intervene and do some research on the situation.

### 3. Presentation of the individual in focus

The girl was roma and her parents didn't allow her to come to school because it was against their custom and tradition.

### 4. Intervention in order to meet the problem

As I am roma person and growing and knowing the habits, I realized that I deal with a very complicated situation, but I didn't quit. I made an individualized plan, such as:

- I talked to her parents and I explained to them the chances that school can create for their daughter, and that she could have a better life;
- Personal counseling with the girl, I tried to convince her to talk to her parents and explain that she wants to learn, to come to school (we set together a plan to be followed by both of us).

I have even invited her parents to school and arrange them discussions with some teachers. We have created them the possibility to observe what happens during courses, what students learn.

I consider that communication is an important overwhelming. Since they come to join classes, you talk to them and try to tell them where they can get. Give them the confidence they need so much.

### 5. Results of the intervention

It is need encouraging and motivation and also praise for each step made. If we don't do this we won't keep them close to us and we will lose them confidence. Knowing our students very closely with their needs and individual possibilities helps us very much in obtaining the wanted results. It is necessary to think forward each step.

I remember with joy that the roma girls' situation was one of my first cases that I had solved, and through which I have shown to my colleagues the importance that a mediator has in an organization. Since then, I monitor the courses together with the trainers and try to find solutions for each individual, depending on the problems they face. I believe that it is imperative to treat each problem appeared differently and not to use a "standard solution" because each individual is unique and has different needs / different problems.

### 6. Formal documentation or recognition of the case

Each solved case is an example of good practice that we promote in our institution, and constitutes a model for others, helps them understand that with ambition and desire we will manage to overcome problems. Moreover I have received positive feedback from my colleague who asked me for help in the roma girls' case.

### 7. Comments from the individual of this case

n.a.

### 8. Further comments

n.a.

|                 |    |                      |                  |               |                |
|-----------------|----|----------------------|------------------|---------------|----------------|
| <b>Case no.</b> | 47 | <b>Tags</b>          |                  |               |                |
| <b>Country</b>  | RO | <b>Questionnaire</b> | RO – Q44 / QTF44 | <b>Status</b> | Finalized case |

### 1. Position and tasks of the author

I work as a trainer in an NGO and teach entrepreneurial courses. My task is to prepare course curriculum, adapt it depending on the level of knowledge of the target group, send their best knowledge in the classroom and competencies needed to lead in finding a job.

### 2. The professional context in which the author worked with the individual of this case

In on European project which I coordinate, I was fortunate to have in our group a young student from rural area, from an isolated village who had physical disabilities and who unfortunately lost his job due to his health problems.

The man who felt that he didn't have too many chances to participate in this course and pass exams, was selected as a result of discussions of encouragement and counseling. In the end he successfully graduated the courses and passed the examinations in both IT and entrepreneurship.

The institution which I work for offered this man, at the end of the courses a PC to continue learning in computer science.

The fact that he was selected for this project and he participated together with other young people from the village to these courses and moreover that he graduated, was for him a chance to prove he can face challenges in society, that society accepts him as he is and gave a great self-confidence.

### 3. Presentation of the individual in focus

I refer to a young student from rural area, from an isolated village who has physical disabilities and who unfortunately lost his job due to his health problems. He had a family (also a child), who after the accident left him and moved in another village. Now he lives with his sister who takes care of him.

### 4. Intervention in order to meet the problem

The man received individual counseling and discussed also with the trainers who permanently supported and encourage him to keep the programme.

### 5. Results of the intervention

After the graduation of courses and receiving the PC from our association, the participant is now in contact with many people. He is now teaching children how to use the computer not only for games. From the discussions I had with him (I keep contact with him and regularly call him) told us that he always wanted to be able to work with PC and this gives more confidence in him and that he is useful to others.

### 6. Formal documentation or recognition of the case

At the end of the project, when the courses will be ended we will write a brochure where we will make this case known by all the persons that will be interested. In the same time all the persons from his village know him now.

### 7. Comments from the individual of this case

The training helped me to have more confidence in me, to demonstrate that I can do something, otherwise quiescent people watching me, I now have my computer which I didn't afford and I can be in contact with many people. Moreover I try to help the others, so far children who want to know computers.

### 8. Further comments

n.a

## Spain

|                 |    |                      |         |               |                |
|-----------------|----|----------------------|---------|---------------|----------------|
| <b>Case no.</b> | 48 | <b>Tags</b>          |         |               |                |
| <b>Country</b>  | ES | <b>Questionnaire</b> | ES – Q4 | <b>Status</b> | Finalized case |

### 1. Position and tasks of the author

I work in a Computer shop. I repair the computers, install new OS and software. I didn't like studying when I was at the school even my parents and my teachers told me that was what I had to do. I had very good teachers in my VET school and finally finished my studies and had my own shop. Nowadays I realize it was a very good advice, but when I was young I didn't understand it.

### 2. The professional context in which the author worked with the individual of this case

I allocate every year a student for a 9-week training in my shop. The student comes from the school where I studied. I always ask for students with not very good behavior as I recognize myself in them when I was young.

### 3. Presentation of the individual in focus

The internship the students are doing in my shop is the first experience they have with the labor environment. When they arrive they normally come full of doubts and fears, as it is a new situation for them. As they are "the bad boys of the class" they are used to be punished very often, none trusts them and the even have a lack of self confidence be-cause they feel they don't know how to do anything.

### 4. Intervention in order to meet the problem

From the very first day I give them some responsibility and at the same time I behave as I am not paying them attention enough. They are surprised because sometimes it is the first time someone trusts them. I also make some light mistake to give them the possibility to correct me. I allow them to work with the laptops or PCs I have to fix.

### 5. Results of the intervention

After 6 years collaboration with these internships, 17 students have been placed in my shop in different periods. I never had a problem with them, and I could not recognise the students I had with the descriptions the teachers gave me before they came. The sense of responsibility, the need of doing the tasks I proposed, the availability and willingness they have because they feel useful and assessed surprises every year the teachers when they come to supervise their job.

### 6. Formal documentation or recognition of the case

n.a.

### 7. Comments from the individual of this case

After the internship, they feel they can do something good, but they also realize they have not enough knowledge to develop the work. For this reason they come back to the school with an extra motivation to go on with their studies. Quite often they visit me in the shop to update me with their marks and their plans for the future.

### 8. Further comments

Students are generally in vocational practice placement in periods of 1 ½ month, but they are not easy to "sell" to the businesses because they are inexperienced, do not have much professional knowledge, and thus find it difficult to contribute something to the companies.

This "best practice" does not work as part of a larger context, but is the result of a committed individual who acts on the basis of his own experiences with being a potential drop-out in the education system. For that reason he wants to make a difference for the young. The business owner has had 9 youngsters in internship this way, but there have been no efforts in order to spread the present experience.

The case provides yet another example of the "fiery soul phenomenon".

|                 |    |                      |         |               |                |
|-----------------|----|----------------------|---------|---------------|----------------|
| <b>Case no.</b> | 49 | <b>Tags</b>          |         |               |                |
| <b>Country</b>  | ES | <b>Questionnaire</b> | ES – Q5 | <b>Status</b> | Finalized case |

### 1. Position and tasks of the author

I am teacher at a vocational school where I teach Geography. My daily work is mainly to teach 16-18 year old boys and girls. I am also a supervisor for a group of students. My responsibility is to deal with their parents as well as solve any kind of problem they can have in school.

### 2. The professional context in which the author worked with the individual of this case

I have been teaching this student for 8 months. I teach her Geography 3 hours a week. I am also her supervisor, so I need to keep an eye on her attendance as well as act as an intermediary between her teachers and her parents.

### 3. Presentation of the individual in focus

The student is a Spanish female of a gipsy community. This community thinks that women don't need to study because their goal in life should be to be a perfect housewife. In order to do this, they should help in their house as much as possible, this will be the way they will learn it. This fact is more important than going to the school, so a lack of attendance is justified by the need of learning how to become a good housewife.

### 4. Intervention in order to meet the problem

From the very first day I contacted a NGO in charge of women rights as well as gipsy integration. As soon as the teachers began to tell me that the student was not attending her lessons, I organized in the school an interview with a member of the NGO and her parents. The father didn't agree with our point of view but the mother called me a couple of weeks later to support my strategy. Five more interviews were needed to convince his father that his behavior was not the best option for her daughter.

No special tools were applied in this example of a "best practice".

### 5. Results of the intervention

It was not an easy task to change this gipsy traditional mind, but finally the father understood that society is changing and her daughter needed to open as many doors as possible. An attendance rate of 85 % was achieved at the end of the year (taking into account that at the beginning it was only 40 %).

### 6. Formal documentation or recognition of the case

n.a.

### 7. Comments from the individual of this case

She is very grateful. She is studying hard, and each time she is not able to attend, her father calls explaining us why she is not attending the lessons. Moreover, the mother confessed to me, that her husband's attitude was creating a big discussion in their community.

### 8. Further comments

This school is located 30 km from the Spanish-Portuguese border, and there are not many students with Roma background. But in Southern Spain the gipsy community is bigger and here they have more experience with the problem of dealing with cultural values.

The supervisor at school could not fix the problem and contacted a NGO working with this kind of challenges.

The NGO involved in this case is "Fundación Secretariado Gitano", <http://www.gitanos.org> (the site is also in English). This organization works at a national level and in two foreign countries as well, i.e. Hungary and Romania.

The teacher of the case contacted this association, where she could follow some courses and workshops to learn how to deal with the gipsy community.

|                 |    |                      |          |               |                |
|-----------------|----|----------------------|----------|---------------|----------------|
| <b>Case no.</b> | 50 | <b>Tags</b>          |          |               |                |
| <b>Country</b>  | ES | <b>Questionnaire</b> | ES – Q13 | <b>Status</b> | Finalized case |

### 1. Position and tasks of the author

I work in vocational school as an industrial machinery teacher. I have 20 hours per week of technical lessons, and I give some online courses for elder students in electricity and electronics basic theory. One day a week I supervise the procedures in a company working with perilous materials.

### 2. The professional context in which the author worked with the individual of this case

My purpose for this year was to follow the whole career of a special guy, who arrived at school with an autism level of 65%. The young guy was hard to get through. He does not respond as a usual student. When you think he understood, he made everything the other way around. So I decided to supervise him the rest of the year.

### 3. Presentation of the individual in focus

An Irish 18-years old autistic guy came this year from the regular educational system. Their parent decided, advised by expert psychologists, to enroll him in a technical school. In spite of his disability, he showed some singular mathematical and spatial skills, which could be very useful and decisive in his future life. Apart from that, he has behaved with really strange manners within the rest of the group and lessons proceedings.

### 4. Intervention in order to meet the problem

Every day I analyzed his response to regular duties. The way he answered, worked, and designed solutions for problems was totally different from other students, and became almost clear to me at the end of the first semester. Maybe it took long time to create the right teaching structure for him, but finally I realized how fast he could solve complicated issues comparing the group medium level.

### 5. Results of the intervention

Now he is working in the same company I worked for. His expertise in process design for dangerous material treatment was very useful for us in order to reduce working time in 10%. My primary target is to have him teaching these procedures to young students, in order to try to minimize his autism.

### 6. Formal documentation or recognition of the case

Autism is part of a diversity of cases you can find in regular educational system. Technical courses have started to find solutions also for these singular cases. And as a matter of fact, now it belongs strongly to the curriculum of courses.

### 7. Comments from the individual of this case

You could never tell that his future was going to be so successful. His condition has caused effects on designing procedures, and creating the specific teaching program for basic problems made his capacities and speed of finding complex solutions go to top level.

### 8. Further comments

The main focus has been on math skills. This means that teaching e.g. biology or history has been done with a mathematical angle.

In this case no specific method has been applied. The results must be ascribed to a committed and dedicated "fiery soul".



|                 |    |                      |          |               |                |
|-----------------|----|----------------------|----------|---------------|----------------|
| <b>Case no.</b> | 51 | <b>Tags</b>          |          |               |                |
| <b>Country</b>  | ES | <b>Questionnaire</b> | ES – Q14 | <b>Status</b> | Finalized case |

### 1. Position and tasks of the author

I have been working as programming teacher in vocational schools for 25 years. My daily work is to teach 18-year old students in basic computing languages concepts and supervising their projects during the second year.

### 2. The professional context in which the author worked with the individual of this case

Sometimes we received elder people in our classes. Imagine a 40-years old student among 25 male teens, talking about girls, football, going out at night, and putting very little interest in studies, future and work. The so-called “father” student has to deal with this rare situation, carrying some job and family responsibility, what makes you find a different class rhythm.

### 3. Presentation of the individual in focus

A 40-years old man from Madrid joined our computing lessons this year. He has tried for several years to succeed in creating his own company. But the real world made him realize that he needed some title to find better clients, and of course to restructure his knowledge, as informatics changes every day and extremely fast. But he found hard at the beginning to follow the 18-years old pupils’ rhythm, because of his job timetable and family circumstances.

### 4. Intervention in order to meet the problem

Internet was the clue to solve this singular case. He has few time for regular lessons, and some difficulties in meeting deadlines. So I decided to establish two parallel rhythms, the regular course and the online one. First I have to assure the whole group the rules, and stay clear the criteria for accessing online path.

### 5. Results of the intervention

He finish the course with great results, and even more, his computing skills help him to define a successful idea for a little web-designing online company. Now he has some of our students working for him, and sometimes helps us with projects in order to find budget for development.

### 6. Formal documentation or recognition of the case

Computing world needs daily recycling work. A lot of people started in this topic many years ago, without any basic study. So there must be always a solution for them in vocational educational system. The integration with the rest of the group must be accomplished in a fair way, and the online path could be one for sure.

### 7. Comments from the individual of this case

I think my life in informatics was ending 5 years ago. But my personal experience, mixed with current computing techniques, show me the way to create a company that is really competitive in the present world.

### 8. Further comments

n.a.

|                 |    |                      |          |               |                |
|-----------------|----|----------------------|----------|---------------|----------------|
| <b>Case no.</b> | 52 | <b>Tags</b>          |          |               |                |
| <b>Country</b>  | ES | <b>Questionnaire</b> | ES – Q22 | <b>Status</b> | Finalized case |

#### 1. Position and tasks of the author

I am an English teacher and also the principal in a Vocational Training School. I teach 17-20 year old men and women. Besides teaching English one of my responsibilities is to make sure that teachers and students follow the rules in the school and to help them to achieve their aims.

#### 2. The professional context in which the author worked with the individual of this case

It was the young man's grandmother who contacted us asking for advice because her grandson could not and did not want keep on trying to complete Secondary School.

#### 3. Presentation of the individual in focus

18 year old young boy from Spain who appeared to come from a low family background and had a problem in one of his wrists. For this reason he couldn't write very well. This fact made him feel not very self-confident. He had no work experience.

#### 4. Intervention in order to meet the problem

The student was advised to enter a vocational training programme in which he could learn a job and also have the opportunity of completing Secondary School. This programme is called "Programa de Cualificación Profesional Inicial". Besides we required an intervention from our psychologist who established some tasks to help him to gain self-confidence.

#### 5. Results of the intervention

The intervention of the psychologist was very important because, after he gained self-confidence, he started to write better.

#### 6. Formal documentation or recognition of the case

These practices are documented by the Psychologist.

#### 7. Comments from the individual of this case

The student has not completed the Secondary School but he has finished his "Programa de Cualificación Profesional Inicial" and has started to study a "Ciclo Formativo de Grado Medio". He feels comfortable and confident in his everyday life he wants to finish his studies and start working.

#### 8. Further comments

It was very important for him to be admitted by his classmates. His handicap was not a problem in his interaction with the group.

## Sweden

|                 |    |                      |                 |               |                |
|-----------------|----|----------------------|-----------------|---------------|----------------|
| <b>Case no.</b> | 53 | <b>Tags</b>          |                 |               |                |
| <b>Country</b>  | SE | <b>Questionnaire</b> | SE – Q2 / QTF40 | <b>Status</b> | Finalized case |

### 1. Position and tasks of the author

Work as a teacher/coach for young unemployed in commissions from the employment office. Responsible for participant's presence and lectures on the situation on the labour and how to apply for a job. For example writing a CV, applying for a job, network building etc.

### 2. The professional context in which the author worked with the individual of this case

The young man took part in our activities for about 3 months. The reason for this is that the Employment Service believes that the participant has barriers to taking a job, leading to attitude problems and a little aggressive behaviour. So my role will be to identify this problem and that we should be able to find a solution or measure to the obstruction. We used different methods to identify the problems for example interviews, coaching conversations.

### 3. Presentation of the individual in focus

A man 22 years from Sweden, but with a foreign background. Have been at home and done nothing. Has received an aggressive behaviour and a very negative attitude. The greatest obstacle is that he sees everything in black and do not want to do anything, become more and more shielded and isolated. Has no established contacts in the labour market and have no work experience.

### 4. Intervention in order to meet the problem

He participates in the activities available in the program, but needed much coaching and individual performance call to overcome the negative attitude. Have been various small targets such as finding a motivation to find work and the benefits of working. To break the negative behaviour and the isolation. It was very important to have an individual plan and that he received calls that it would be followed. The cause of his isolation and his behaviour has not been revealed, but has been a changed.

Different companies in Sweden work with unemployed youngsters and coaching in a similar way.

The good practice is related to the coaching method.

Coaching is about helping others to grow and develop, and to help people and groups perform and feel better. Coaching does not include a solution to a problem but means that the coach encourages his employees or clients to solve problems on their own. The method encourages personal responsibility, and increases the quality of the communication. Coaching facilitates the process of change and development by highlighting the ability to motivate and inspire others. A professional coach main skill is to listen, validate, inspire and motivate.

### 5. Results of the intervention

He is on his way, will go out on a work placement in a factory which may lead to a job. Has had a different look on life and are more responsible and positive now. Has develop his self-awareness and increased his self esteem.

### 6. Formal documentation or recognition of the case

No.

### 7. Comments from the individual of this case

Yes he has been satisfied with the individual talks, has expressed that it has been the most positive that has happen – someone listened to him.

### 8. Further comments

n.a.

|                 |    |                      |                 |               |                |
|-----------------|----|----------------------|-----------------|---------------|----------------|
| <b>Case no.</b> | 54 | <b>Tags</b>          |                 |               |                |
| <b>Country</b>  | SE | <b>Questionnaire</b> | SE – Q3 / QTF41 | <b>Status</b> | Finalized case |

#### 1. Position and tasks of the author

Work as a coach in a project SIA (Snapt i arbete) – “Quickly into jobs”, is a program for unemployed immigrants. My task is to support, inform, help and have individual discussions with the participants. The goal for participants is to get a job or further education.

#### 2. The professional context in which the author worked with the individual of this case

The young man was involved in job search activities and also in the Swedish language instruction. My job was to find a solution why he did not get a job – he has a very good education and good family relationships. We should together try to find measures to solve the problem.

#### 3. Presentation of the individual in focus

A unemployed man 23 years old, who are of foreign origin, comes from an Arab country. Have a good academic education with good grades. Have searched lot of jobs but has not received any answers. Have little faith in getting a job and he is losing his knowledge from his education because he does not practice them. After many discussions, we concluded that he's never met an employer in person, but always just e-mailed applications and have not come to an interview; he has not called any of the employers. He has never been asked to show his skills and not because of his language skills, he speaks good Swedish. We assumed that the problem was following, have occurred before that highly skilled immigrants with a foreign name never comes to an interview, but if you personally visit the employer, it is more likely to get a job. The obstacle here – he has an Arabic name.

#### 4. Intervention in order to meet the problem

After personal interviews, were the measures to find companies that were in need of his skills, making personal visits to employers and to improve his CV. For a while he also was thinking of to change the name to improve his situation. Method used was individual discussions, to canvass in different companies and research what opportunities he had. For this reason we have special a staff, who visits companies trying to find tailored jobs or practices designed for the individuals they are working with.

#### 5. Results of the intervention

After many visits, phone calls and discussions, today he has a fulltime job.

#### 6. Formal documentation or recognition of the case

Evaluation.

#### 7. Comments from the individual of this case

Today he is very happy and grateful for the support and help he got.

#### 8. Further comments

Must have patience and be stubborn.

|                 |    |                      |                 |               |                |
|-----------------|----|----------------------|-----------------|---------------|----------------|
| <b>Case no.</b> | 55 | <b>Tags</b>          |                 |               |                |
| <b>Country</b>  | SE | <b>Questionnaire</b> | SE – Q6 / QTF45 | <b>Status</b> | Finalized case |

#### 1. Position and tasks of the author

Working as a mentor for young disabled unemployed. Has responsibility for their attendance and individual performance discussions with the participants. Is also responsible for contacts with companies and relationship with the employment services.

#### 2. The professional context in which the author worked with the individual of this case

The young woman took part in our activities for about 6months. The reason for this is that she could not on her own get an employment or further study. My job was to focus on what is her refusal to not get a job and together with her to find solutions to this.

#### 3. Presentation of the individual in focus

An unemployed woman 26 years old, wheelchair user because of a traffic accident. Her biggest obstacle is that she does not have a realistic view of his capacity for work and that she had become depressed by the situation. She also had problems with assistance in her home and transport. She has permanent assistance help and many times she takes no responsibility for things that need to be made without she is relying on her assistants. Need to look at actions and solutions to this.

#### 4. Intervention in order to meet the problem

She participates in various events for understanding their own responsibilities and to understand what her working capacity is. One of the most important elements have been processing the obstacles she believes that she has, this has been carried out through talks and group discussions with other participants in the same situation. Has been a good solution to have group discussions, participants need to meet others in the same situation and discover that there are solutions.

Method used: process of awareness and PBL, definition PBL -is a student-centered pedagogy in which students learn about a subject through the experience of problem solving. Students learn both thinking strategies and domain knowledge. The goals of PBL are to help the students develop flexible knowledge, effective problem solving skills, self-directed learning, effective collaboration skills and intrinsic motivation. Problem-based learning is a style of active learning.

#### 5. Results of the intervention

Today she is working 20 hours per week. The best result is that she takes more responsibility and has more ambitions. She is also waiting on a work interview for a fulltime job.

#### 6. Formal documentation or recognition of the case

Project evaluation

#### 7. Comments from the individual of this case

Yes indeed, have been very satisfied with the activities and the positive result. She believes that it was hard in the beginning because she needed to examine himself, and must have self-awareness.

#### 8. Further comments

n.a.

|                 |    |                      |                 |               |                |
|-----------------|----|----------------------|-----------------|---------------|----------------|
| <b>Case no.</b> | 56 | <b>Tags</b>          |                 |               |                |
| <b>Country</b>  | SE | <b>Questionnaire</b> | SE – Q8 / QTF42 | <b>Status</b> | Finalized case |

#### 1. Position and tasks of the author

I am a coach / mentor in a project with Kristianstad municipality, social insurance office and an adult education organization. The Participants in the project comes from the insurance office and they have some form of disability, the age is between 18-26 years.

#### 2. The professional context in which the author worked with the individual of this case

The young man who is 24 years has been unemployed since he left school, and has not succeeded in continuing his studies or finding a job because of their problems. He began the project in order to find personal solutions to get ahead in life.

#### 3. Presentation of the individual in focus

24 year old man from Sweden, his barriers to further education due to learning difficulties and memory problems, including epilepsy. Cannot arrive by himself to school or to a job, need a lot of support and additional resources.

#### 4. Intervention in order to meet the problem

Our goal was to individualize his work with simple instructions and to give him access to assistants / teachers. Has set goals and have divided them into sub-goals and tried to get him to understand that all experience as such that he gets from this program is important. To develop itself in a positive direction, all the front steps are good.

Method used: Positive motivation through positive atmosphere.

Creating a safe and comfortable environment where everyone feels like a part of the team is one of the most significant factors in encouraging motivation. Doing so may take time as students adjust themselves to a new setting.

The coaching skills of trainers, such as communication skills, are also central for building positive relationships with the students. Teachers, coaches and training providers should jointly aim to develop a feeling of respect, trust, and partnership between students and teachers.

#### 5. Results of the intervention

He has broken his isolation; he is not just at home. Before he was content to just stay home and blamed this on his illness and did not think he would be able to be out working or able to get a personal development. Much of this was of course also related to low self-esteem and poor self-insight. He works 2-3 hours a week now and he can do the job without any problems.

#### 6. Formal documentation or recognition of the case

No documentation except positive reaction from the municipality and that it is included in the evaluation of the project.

#### 7. Comments from the individual of this case

He is happy for his work and appreciates the praise he receives from the employer and hope that the hours will be extended.

#### 8. Further comments

n.a.

|                 |    |                      |                  |               |                |
|-----------------|----|----------------------|------------------|---------------|----------------|
| <b>Case no.</b> | 57 | <b>Tags</b>          |                  |               |                |
| <b>Country</b>  | SE | <b>Questionnaire</b> | SE – Q19 / QTF43 | <b>Status</b> | Finalized case |

### 1. Position and tasks of the author

I am a teacher at a secondary school, teaches mathematics in a social science program. I also have evening classes for adult learners. My high school students are generally high-performing students and the teaching is organized according to their level.

### 2. The professional context in which the author worked with the individual of this case

Sometimes I come across students who for various reasons, tends to fall behind in education, some asking for help, others do not. I have a guy who done well in four semesters, but after the summer break to the fifth semester has something happened, he starts coming after in the courses and do not seem at all focused as he was before. I feel I must do something about this to see if we can come back to the previous study pace and motivation.

### 3. Presentation of the individual in focus

The Boy, aged 18, comes from a good family, both parents are teachers and he has an older brother that is studying at college, technical program. The guy has high standards for himself, and has, since the start of the school talked about his goal is to continue studying in the social science disciplines. It's hard for me to know about if this goal is his own, or it comes from his family when he has a bit difficult to pinpoint his goal.

### 4. Intervention in order to meet the problem

My first goal is to take an introductory conversation with the guy, talk about the study results, try to get whatever it is that makes him suddenly fall behind and what is not working properly. Could this be a temporary slowdown, it is so that he feels that his goal is too large or too far away or that it is not his goal? I also engages our school counselor to get a documentation to see what we can do to help the guy, either in the program he is already in or if we should find some other program or another solution. To help, we have used a computer-aided program that the guy himself answering questions about his life and we build our work on his answers here.

Method: online surveys.

### 5. Results of the intervention

In this case the result was that we, together with the guy decided that he will do a break in his studies, partly because he currently feels that he must find himself in order to do what feels right for him, he will work with assembly his own goals and try to find a job or other jobs that can give him a better basis for the next decision. The problem was, it turned out that he had, until now, based the decisions on the family's wishes and ideas, but this has not been what he really wanted.

### 6. Formal documentation or recognition of the case

n.a.

### 7. Comments from the individual of this case

The guy says, after four months, he feels motivated to get started, that he needed this time to reflect and that he had not felt this good in a long time!

### 8. Further comments

I would like to find a way for an early identification of students who have fallen into the wrong program to catch them before it gone too long, preventing exclusion and dropping out of education.

|                 |    |                      |                  |               |                |
|-----------------|----|----------------------|------------------|---------------|----------------|
| <b>Case no.</b> | 58 | <b>Tags</b>          |                  |               |                |
| <b>Country</b>  | SE | <b>Questionnaire</b> | SE – Q22 / QTF44 | <b>Status</b> | Finalized case |

### 1. Position and tasks of the author

I work as a coach / coordinator of an adult education association and act as the contact person for employment services in the social projects we undertake on behalf of the Employment Service. I take care of job search activities in the project and participants must write a lot during these sessions. In these groups, I meet frequently to job applicants who have dyslexia to varying degrees.

### 2. The professional context in which the author worked with the individual of this case

A young man with dyslexia who survived “he hide” at the Employment Service, you have not noticed his problems, with high resistance to all that training units. My work has been to investigate his obstacles, overcoming the resistance he has, not only to education, but also against the establishment, he thinks we represent.

### 3. Presentation of the individual in focus

Male, 25 years old, illiterate and not very cooperative when he feels like he's over the years have not received any help from school or employment service. He belongs to an organization (gang), he also shows with clothing and tattoos, which stands just outside the society's current norms. He has not completed their primary education, had adjusted study the final two years at school. His presence is initially very low in the program because he had decided that there is nothing for him. This is also his biggest barrier; he has decided that there will be no help of use to him which also means that he is not receptive for this kind of input. He is very clear about this in our first meetings.

### 4. Intervention in order to meet the problem

He is participating in a labour market program in which one of the inserts is to learn to look for work. Other parts are motivational interventions, stress management, labor market information and computer / language training. For this, we have study visits and visits by employers. Much of the action based on an individual planning.

The coaching sessions are built on the following method described below, the method is based on the assumption that the process is owned by the individual, not by the coach. The GROW-model is used as a base, not as a step-by-step model, for individual sessions.

#### **Four steps + one initial step: Topic, Goal, Reality, Options, Way forward**

#### **Topic**

Establish contact, get a feeling that you are “in” the situation. This is about motions, feelings and trust.

Decide on a topic for the dialogue, a) knowledge- or competence development in some specific area, b) to get some understanding about how certain issues are connected or constructed, c) a problem regarding work, social life, private life, health etc.

Make a plan for the dialogue or sessions of dialogues regarding the chosen topic.

#### **Goal**

Decide about what is to come out from the dialogues: a) an action plan for knowledge- and competence development, b) a preliminary or definitive solution of the problem, c) highlight the problem using mentoring, d) make an action plan on how to solve the problem.

Document the expected result, which should be equivalent to the goal, and it should also be SMART (specific, measurable, adapted, relevant and time set) to be able to follow up on how you are progressing in relation to your time frame.

Express your aim. That is, *what you want to gain* by reaching your goal or goals.

#### **Reality**

Talk about different aspects of the present situation. The coach confirms that he or she understands (by being “in” the situation), put in questions for clarification. The coach doesn't contribute with teaching, guidance or counselling.

Do not use standardized questions. When questioning, this should be done in the context of the dialogue. Questions could be formulated according to the Case method.



**Options**

In this section of the dialogue it's about finding ways and options to reach the goal. The ideal situation is when the client come up with his or hers own solutions to reach the goal. Different approaches could (should) be tested. Then the action plan should be formulated.

**Way Forward**

Finally the client chooses a way to reach the goal. You try different alternatives, those that were discussed under section O (options), and those that rise during the process.

A great deal of learning will take place during this process.

**5. Results of the intervention**

That we could start working with the things that worked, and not to focus on things that wasn't that good.

The man wants a job; he wants to work with his hands, a practical work. He does not want to study. His own contribution, which until now has been non-existent, is crucial. He was given the task to list tasks that he felt able to cope as he is lifted out of the regular scheduled program. We are also beginning to look at a special, computer-aided, for people with reading and writing problems and linking the participant with a special education teacher. We go through his list of tasks and translate them to a variety of professions. Then we look for common employer where these tasks can be and make a new list of employers that may be of interest to the participant, there must be access to public transport and the time schedule must fit. After many calls and visits to employers, we found a working place in the municipality's furniture store in which they are willing to test the participant in a work placement and that can provide employment if everything works fine. The position involves storage as well as assisting in transporting furniture to and from the various municipal departments and establishments. Repair and changing the furniture is also included. After eight weeks of training he get employed by the employer, they are very happy with the way the work is ongoing, we are negotiating a job with salary support and that the participant has certain hours per week in order to complete his training to improve his reading and writing.

**6. Formal documentation or recognition of the case**

The method of working with individual adaptation has become more common in your own organization, and accepted by the client as a good way to find solutions for individuals with different problems.

**7. Comments from the individual of this case**

The individual is extremely pleased that, as he says, finally getting the help he needs and that it always have been someone who listened to him and took his concerns seriously. A proof of this is that I received an invitation to a party to a famous motorcycle organization.

**8. Further comments**

It is important to be able to adapt activities to the needs that exist or occur in different courses or programs. Being able to see what is important for individuals, but also to give the individual the opportunity to personally be able to see what's important and what is realistic.

## United Kingdom

|          |    |               |         |        |                |
|----------|----|---------------|---------|--------|----------------|
| Case no. | 59 | Tags          |         |        |                |
| Country  | UK | Questionnaire | UK – Q1 | Status | Finalized case |

### 1. Position and tasks of the author

I am a lecturer in specific learning difficulties at a large city college in the UK. I support learners with literacy and numeracy difficulties on a one to one basis. These are post 16 learners, the majority of whom are taking vocational courses at the college and a minority are studying basic skills only.

### 2. The professional context in which the author worked with the individual of this case

The young man with whom I have been working had gained a qualification at level 2 in vehicle maintenance, but could not progress to the level 3 course in vehicle maintenance due to a significant barrier with his English ability. Instead he has been studying for the level 2 vehicle body repair course in the hope that he can improve his English ability and progress to the level 3 course. I have been supporting the learner with reading and spelling techniques in order to help his progress.

### 3. Presentation of the individual in focus

This 17 year old male student from the UK had been studying at the college for one academic year when I was asked to support him. The learner was diagnosed with signs of dyslexia when he was at school and received in-class support during high school. He had had a report completed at the college which confirmed his previous diagnosis and which recommended support with reading and spelling.

This learner has had great difficulty with reading and spelling and could not take notes/complete course work as a result of this barrier. The learner lacked confidence in his own ability to learn to read and had a low self-esteem as a result.

### 4. Intervention in order to meet the problem

After discussions with the learner about his difficulties, in-class support was arranged so that the learner could have a note-taker in order to keep up with the theory of the course and help with organising his work.

I then began supporting the learner's reading difficulties by teaching him basic phonetics and vowel sounds in order to increase his awareness of the grapheme/phoneme correspondence. This is a pedagogical concept suggested by a number of professionals of education and within the field of dyslexia.

### 5. Results of the intervention

Progress was slow due to the learner's co-occurring memory and attention deficits; however, after only a short number of weeks, there was a noticeable difference in the reading ability/speed of the learner. This was noticed by the learner which increased his confidence and determination to continue with the lessons at the end of a long day of studies.

By the end of the academic year, the learner was able to read a story book with minimal assistance and write notes with understandable phonetic spellings.

It is hoped that the learner will return in the autumn to commence the level 3 course and return for more one to one support in order to further improve his reading and spelling ability.

### 6. Formal documentation or recognition of the case

The retention and achievement records of the college will show that the learner has completed his course and functional skills and progression to a higher level course is possible.

### 7. Comments from the individual of this case

The learner has said that both he and his family have notice a great improvement in his reading speed and ability. The learner has expressed his pleasure at being able to read a book from cover to cover (with minimal assistance) and said that he will definitely continue to read other books for pleasure. He has also said that he would like to continue the one to one lessons if/when he returns in the autumn term to help him with his course work. The learner has agreed that his confidence in his ability to tackle reading has grown as a result of the interventions.

**8. Further comments**

n.a.

|                 |    |                      |         |               |                |
|-----------------|----|----------------------|---------|---------------|----------------|
| <b>Case no.</b> | 60 | <b>Tags</b>          |         |               |                |
| <b>Country</b>  | UK | <b>Questionnaire</b> | UK – Q2 | <b>Status</b> | Finalized case |

#### 1. Position and tasks of the author

I am a travel and tourism lecturer here at CCN I teach a range of course from level 1 to BA Hons. I course lead level 1 provision at the moment but will be tutoring level 3 provision from September 2012. I ensure my learners are supported to achieve their full potential and also guide them to the relevant departments for additional advice.

#### 2. The professional context in which the author worked with the individual of this case

I have a number of learners at level 1 who have required additional support sometimes this has been emotional as well as academic support. My goal has been to ensure the learners continue with their education and achieve their qualification so they can progress to the next level.

#### 3. Presentation of the individual in focus

I have learners with severe depression as well as ESOL needs and Asperger's these learners have all achieved with the support that has been offered. I have ensured that teaching resources are adapted to meet their needs and ensured that they have accessed additional support i.e. use of a laptop to help them achieve. The team has also motivated and encouraged the learners to develop their interpersonal skills through a supportive assessment schedule.

#### 4. Intervention in order to meet the problem

The team have differentiated assessments and resources to meet the learners needs they have also had a very open and supportive attitude with the learners to help them overcome issues.

#### 5. Results of the intervention

The learners all achieved their qualification at level 1 as well as their PSD and functional skills in ICT, Maths and English all the learners will be progressing onto the level 2 programme.

#### 6. Formal documentation or recognition of the case

n.a.

#### 7. Comments from the individual of this case

The learners complete paperwork for ASL stating their satisfaction with the support they receive the tutor also has had a positive relationship with one learners parents this has enabled the team to better understand her needs to ensure she achieves.

#### 8. Further comments

n.a.

|                 |    |                      |         |               |                |
|-----------------|----|----------------------|---------|---------------|----------------|
| <b>Case no.</b> | 61 | <b>Tags</b>          |         |               |                |
| <b>Country</b>  | UK | <b>Questionnaire</b> | UK – Q3 | <b>Status</b> | Finalized case |

### 1. Position and tasks of the author

I am a Lecturer at a College of Further Education and I teach young people who have complex needs on account of learning difficulties & disabilities, emotional and behavioural problems and/or mental health difficulties. I teach dance, drama and The Duke of Edinburgh's Award (Expedition Section and lead conservation work so that students may work to their volunteering section). I have a lot of experience in tutoring students on course issues and with regard to personal issues. I liaise with a wide range of other professionals e.g. social workers, psychologists, psychiatrists, Learning Disabilities nurses, advice workers and refer my students so that they receive the best and most effective support. I also set up a social club with a group of students nearly nine years ago to help disadvantaged young adults to access social activities and become empowered by the process of initiating these activities. Nine years later the club is still running – members take on the official roles of the club and have a lead role in planning and organising and making all decisions for events. In March 2012 I became The Co-ordinator and Development Worker for The Big City Club after eight years of volunteering.

### 2. The professional context in which the author worked with the individual of this case

For four years I was his teacher during his course at our Further Education Out-centre Deer Park House (City College Norwich). Then he finished college and spent a year in which he wasn't engaged in education, training or employment but I remained in contact with him through The Big City Club to which he had become a member.

### 3. Presentation of the individual in focus

He is a 22 year old young man and has learning difficulties and emotional and behavioural difficulties.

He is one of 5 children in a family that shares the same mother but three different fathers. He has never been in touch with his father and his mother died 3 years ago.

He has been on the 'At Risk Register' since he was five years old and his mother was an alcoholic. More recently he has been cared for by his sister.

Due to the neglect he suffered as a small child he finds it difficult to negotiate in communication and instead of trying to sort out problems that arise he has often run away from his home and slept rough, sometimes in shelters he made for himself from concrete blocks and wood. During these periods he tends to isolate himself from communication by disposing of his phone and throwing away all forms of identification.

When he fills out consent forms for residential trips he is often stumped who to write down in the category 'emergency point of contact as he does not feel he has a caregiver or next of kin to whom he is still in contact therefore he gives the name of his social worker.

We have often been concerned about his safety as he is a vulnerable young man with complex difficulties and he has been preyed on before by other young people who have tried to get him to take responsibility for their illegal activity. However his difficulties and lack of comprehension is not clear at first meeting.

### 4. Intervention in order to meet the problem

Over the course of the past three years I have liaised with his sister regarding his education, care and appropriate intervention.

In response to a request for help from himself and his sister I undertook training in the CAF procedure although this was eclipsed by success in securing him a Social Worker (I was instrumental in securing this service, following two years of referral).

I have liaised with his Connexions Advisor regarding housing and a Clinical Psychologist regarding a psychological assessment.

I have been in contact with the Police, Emergency Social Services, Carers, Social Workers, Teachers and Pastoral Support Workers when he has gone missing in order to aid with enquiries, highlight the need for further intervention and share useful approaches in communication.

I have also accompanied him to Counselling appointments and found out about support for those experiencing alcohol abuse. I have liaised with the Pastoral Support Workers at City College Norwich who have referred him to the Boom! Project who offer support on Social activities as he has admitted to feelings of loneliness and boredom which is when he turns to alcohol. During one

of his solitary alcohol binges he sliced his leg open and the 25cm deep wound required 30 stitches.

After a year out of education and in response to his desire to get out and do something worthwhile with his time I accompanied him to an interview at City College Norwich and assisted him to enrol on a course that he pursued for a year.

I know a lot of his friends and therefore I can sometimes get messages through to him when he has gone missing. One of these times I was able to get the information through to him that a bungalow was available for him if he could respond quickly. He did so and that is where he is currently living.

The method I adopt has developed naturally during the twelve years I have been working in this area and it is imbued with my Buddhist practice of mindfulness. I am mindful of the benefits of non-judgementalism, mindful of my own inner dialogue and values, of the need for a responsive instead of reactive approach, of the techniques to create an environment where young people can develop their own insights by adopting a process of listening instead of advising. I adopt a multi-agency approach thus referring for specialist help and I attempt to work in line with the results of his Psychological Assessment which states he finds it hard to 'negotiate in communication'.

I have been able to keep in contact with him during these difficult years through The Big City Club which I helped a group of students to set up nearly nine years ago. He has been a member for three years and attends a range of activities, is the Vice Chairman and Assistant Treasurer and he responds well to these extra responsibilities to which he undertakes extra jobs (e.g. inputting petty cash data into spread sheets, running meetings).

In my opinion long-term change on issues pertaining to personal and social development, and emotional and psychological trauma is rare. Long-term intervention, referral and the establishment of a meaningful relationship based on mutual honesty, unconditional positive regard, self-reflection and clear boundaries (such as the example stated here) is one way to aid the necessary change and development.

#### **5. Results of the intervention**

Since the death of his mother, three years ago, I have been instrumental in the following:

- He remained in college and completed four years at our centre
- Enabled him to attend club activities, undertake his additional roles, plan and organise events for the club (e.g. attendance on nine day trip to Scotland in 2011)
- Helped him to work through difficulties that have arisen with friends. He is able to assert himself on some occasions now
- Liaised with Social Workers about his housing needs and now he is housed by the council
- He was assessed by a Clinical Psychologist who recommended assigned of a Social Worker
- He was assigned a Social Worker
- Accompanied to interview and he was accepted on a course in Hospitality which he successfully completed
- He attended counselling
- He was found by the Police on a number of occasions when he had run off and (partly) through my help he has been able to communicate with significant people about his feelings on issues that caused that he had been unable to face

#### **6. Formal documentation or recognition of the case**

Yes some of this information is listed in The Big City Club End of Year Report (January 2012) and successful bid for funding 'Supporting Change and Supporting Impact (November 2011).

#### **7. Comments from the individual of this case**

He has said that he is happier when he is doing things and was really chuffed to complete his four years at our centre, start and complete his hospitality course in Sept2011 and be involved in all aspects of The Big City Club.

In The Big City Club 'End of Year Report – Jan 2012' he said that it really helps him to be able to come on club activities as he can get out of the house and so 'there are less arguments'. He was very pleased to be housed by the Council and get the help he needs from Social Workers. He said that the bungalow he has now is the best place he has lived for years.

All of these elements have enabled him to access his recent college course in Hospitality thus keeping him out of trouble, access the additional support he needed in relationship issues. He is glad to receive assistance communicating how he feels with friends and this has helped him to maintain a network of friends so he doesn't feel lonely and bored and likely to drink alcohol to reduce this.

**8. Further comments**

I am sure that that the following request has already been considered but I feel I must ask that some details are changed if this case study is printed as it would not be acceptable for the confidential nature of their identity and data to be exposed.

|                 |    |                      |         |               |                |
|-----------------|----|----------------------|---------|---------------|----------------|
| <b>Case no.</b> | 62 | <b>Tags</b>          |         |               |                |
| <b>Country</b>  | UK | <b>Questionnaire</b> | UK – Q4 | <b>Status</b> | Finalized case |

### 1. Position and tasks of the author

I am a SENCO working within an FE and HE college. One aspect of my daily work is to collaborate with teaching professionals and specialist support advisers to support the transition of students applying and accessing FE provision and courses.

### 2. The professional context in which the author worked with the individual of this case

A student from a local secondary school was looking at a range of providers for post-16 provision available, but given personal circumstances needed joined up working practices between the school SENCO and caseworker, and the college SENCO and specialist adviser.

### 3. Presentation of the individual in focus

The 16-year-old student has come from another country and is cared for in a foster family in the UK. There have been developmental issues that have affected her academic studies. She has exhibited low levels of maturity and this has resulted in negative peer group behaviour where she has been misled and subsequently got in trouble with the police.

### 4. Intervention in order to meet the problem

To support the student we made sure that all the appropriate information was shared between the SENCOS, that the visit she made for interview was smooth and comfortable. She had family involvement and felt confident that she could present herself in the best way possible.

The specialist adviser was involved from the outset, and has formed a good working relationship with the SENCO to support the exchange of relevant information to support the student, and plan provision for the following academic year.

### 5. Results of the intervention

The result has been that the student was able to attend interview successfully, gain a place in college, and plan for the best possible available provision around the student. The school SENCO has informed us how successful this process was for her, and this is helping the family to see the opportunities available for the student and knowing how to support her with transition and progression.

### 6. Formal documentation or recognition of the case

It has promoted the development of best working practices between the SENCO and the specialist adviser, and communication between external providers and the SENCO.

### 7. Comments from the individual of this case

The student has told her teachers, caseworker, and school SENCO how pleased she was and how excited she is about college. She knows the specialist support available and has had initial discussions and assessments with the specialist adviser, with whom she is pleased to know and meet to support her in college.

### 8. Further comments

n.a.

| Question and original answer   | Updates and next steps  |
|--|---|
| <b>1. What is your position within your organization, and how would you describe your daily work and tasks?</b> I am a SENCO working within an FE and HE college. One aspect of my daily work is to collaborate with teaching professionals and specialist support advisers to support the transition of students applying and accessing FE provision and courses. | <p>The SENCo's fundamental job purpose, as part of Curriculum Services, is to provide additional support to students across the college and with our named partners, outside agencies and/or other agencies. In particular, to assess, develop and deliver support for students with SEN whilst on their learner journey (pre-enrolment through to progression and beyond).</p> <p>Across college the SENCo, with the support of the Curriculum Services management team, takes responsibility for providing professional guidance and interaction in the area of</p> |



|  |  |
|--|--|
|  | SEN in order to secure high quality teaching and learning, and the effective use of resources to bring about improved standards of achievement for all students.   |
| <b>2. Please describe the professional context in which you are/have been working with the individual, and what is/was your role in working with him/her?</b> A student from a local secondary school was looking at a range of providers for post-16 provision available, but given personal circumstances needed joined up working practices between the school SENCO and caseworker, and the college SENCO and specialist adviser.  | The mainstream secondary school SENCO contacted the college. The school has a caseworker, who works with a caseload of students in the school, supporting them in school, but also supporting them with transition.<br>Given the nature of the student's learning needs we endeavoured to provide the best service possible, which required everybody speaking and sharing appropriate information.  |
| <b>3. Please describe the individual, with reference to your example of an "interesting practice".</b> The 16-year-old student has come from another country and is cared for in a foster family in the UK. There have been developmental issues that have affected her academic studies. She has exhibited low levels of maturity and this has resulted in negative peer group behaviour where she has been misled and subsequently got in trouble with the police.   | The information shared helped the specialist adviser create a support profile which she shared with the academic teaching staff. She is also monitoring the student's progress, and is in dialogue with the teaching staff. At present, and following initial assessments and discussions the student was aware of the services available in college. Additional learning support is working within the class, and the student knows she has the specialist adviser to speak to should she require additional help. She can also discuss with the teaching staff who will share this with the adviser. My involvement is quite minimal at the moment, but I can be referred to for support and guidance. The specialist adviser and myself discussed possible behaviour plans or diaries and looking at the language used with students during interviews/assessments. |
| <b>4. What are/were you doing in order to meet the problem described above?</b> To support the student we made sure that all the appropriate information was shared between the SENCOS, that the visit she made for interview was smooth and comfortable. She had family involvement and felt confident that she could present herself in the best way possible.<br><br>The specialist adviser was involved from the outset, and has formed a good working relationship with the SENCO to support the exchange of relevant information to support the student, and plan provision for the following academic year. | Since the work that was undertaken prior to the interview and during the interview process, she was supported during the enrolment process, and has made a good start to her course.   |
| <b>5. What were the results of your intervention/activity?</b> The result has been that the student was able to attend interview successfully, gain a place in college, and plan for the best possible available provision around the student. The school SENCO has informed us how successful this process was for her and this is helping the family to see the opportunities available for the student and knowing how to support her with transition and progression.  | The student knows the support available in college and can take a positive stance in supporting her own learner journey.   |
| <b>6. Is the effect of your example of an "interesting – case" formally documented or recognised somehow or somewhere?</b> It has promoted the development of best working practices between the SENCO and the specialist adviser, and communication between external providers and the SENCO.   | A support profile has now been created, which is updated by the adviser, academic and support staff.   |
| <b>7. Has the individual in your example of an "interesting-case" expressed his/her satisfaction with the intervention/activities and the results hereby achieved? If so, what has he/she said about it?</b> The student has told her teachers, caseworker, and school SENCO how pleased she was and how excited she is about college. She knows the specialist support available and has had initial discussions and assessments with the specialist adviser, with whom she is pleased to know and meet to support her in college.  | The adviser has informed me that the student is aware of how she can approach and speak to the advisers and the support team. She came to tell the adviser that she was enjoying the start of her course and was happy with the way things were going.   |

|                 |    |                      |                 |               |                |
|-----------------|----|----------------------|-----------------|---------------|----------------|
| <b>Case no.</b> | 63 | <b>Tags</b>          |                 |               |                |
| <b>Country</b>  | UK | <b>Questionnaire</b> | UK – Q5 / QTF11 | <b>Status</b> | Finalized case |

### 1. Position and tasks of the author

I am a Specialist Adviser for students with Moderate Learning Difficulties (MLD). I assess the needs of students, meeting them prior to the start of the course, and make recommendations for support and provide strategies to tutors to promote independence. My responsibility is to oversee their learner journey in college and that through regular meetings; we are meeting the individual learning needs for the student.

### 2. The professional context in which the author worked with the individual of this case

Upon application the student made a disclosure of additional learning needs linked to MLD. As part of the job role, I represent the student during her time at college, having direct contact, meeting her on a weekly basis and liaising with the academic teams. I set up initial meetings to ascertain the individual needs of the student and informed the appropriate academic members of staff. It became clear that despite this initial contact and setting up systems to support her needs she was at risk of being asked to leave the course because of her on-going oppositional behaviour and negative attitude to learning.

### 3. Presentation of the individual in focus

The student is an English female, 17-years old and comes from a rural area of the county with no past work experiences. She previously attended a school with specialist provision for learners with special educational needs where she had one-to-one support working alongside her. She has a recognised physical disability, MLD, exhibits emotional and behavioural difficulties, has poor communication skills, presents a negative attitude to life and learning and in the past she has self-harmed.

She is on a catering course, but there are a number of barriers to learning; her low self-esteem and lack of aspiration to life and college learning are a big challenge, but the greatest barrier to learning is an over-reliance on her support workers.

She does not take responsibility for her actions, and when things do not work out in the lessons she will either expect more support, or blame others around her, exhibiting negative behaviour which impacts on the learning environment.

Because the student has difficulties expressing herself there needs to be good communication and a collaborative working approach between the academic staff, the support staff, the specialist adviser and her family so that everyone is aware exactly of her needs.

### 4. Intervention in order to meet the problem

On top of the regular meetings between student and Specialist Adviser, which allowed the need to be student-led, I had additional meetings with the student and academic teams to establish action points for personal development. All information was shared with academic staff, with the student's permission, which allowed a joined up approach to allow effective integration in the teaching and learning.

The way in which support staff is used has been changed, with the involvement of all relevant parties, so that best working practices now mean that support is in the class for all students, but the individual needs of the student are known and can be met accordingly.

The support for the individual was reduced over time, in the first instance the support worked with groups and the student, and now provides more discreet support to the individual, thus allowing the student to take more responsibility for the work in class and her actions.

In addition to the change in the way in which support is used, her timetable has been reduced so that when she comes into college she is aware of what is expected and that support is in the class but not just for her. The intention is that her time in class will increase as she gains confidence and motivation to achieve in her lessons.

### 5. Results of the intervention

She has gained confidence in college on the days that she attends, with all staff sharing this within college. This positive approach to her learning is shared her family who now have a better understanding of the expectations at college and how they can support the student. In addition the student is taking more control of her life and because she is working more independently in class she understands the expectations set in college and how she can help herself more readily.

Promoting this positive approach to learning and college is helping her to appreciate college and open up future life choices.

One aspect that demonstrates success from my perspective as a Specialist Adviser is that the student does not actually want to see me as often, and when I do see her positives are presented and discussed from lessons. I am in constant contact with all the academic and support staff who work with the student, and this means I still know what is happening, and the student knows I am there to support should she wish this to happen. The student will still be on my caseload though because I will monitor progress and promote the successes so that she can access study on other days, and also plan for progression from college to employment.

#### **6. Formal documentation or recognition of the case**

I have created a student profile, and I update my own professional practice notes, reflecting on success and the strategies used. This is accessible by academic and support staff, who also can leave comments and updates. I want to work alongside the SENCo to develop and share strategies that I am using across the college to promote inclusive working practices.

#### **7. Comments from the individual of this case**

The answer to this is that sometimes the student has expressed satisfaction because when I see her she talks confidently about the course and possible life choices. On the other hand, she sometimes does not show satisfaction because she feels she has to do more, but this is seen as a positive given that she demonstrates more independence with her learning and attitude to life. She has expressed to me that she understands that there are consequences to her actions and we want to continue to move forwards with this.

#### **8. Further comments**

I have worked alongside colleagues to promote and support best working practices. This example has helped me to learn about what I can offer and how students can support themselves. It has required me building up trust with the student and the academic staff, and developing procedures where we can all share successes and challenges.

The way in which we all communicate and feedback to each other has shown me that we need to provide opportunities for the students to make choices for themselves.

Even though there have been successes the student is still vulnerable so we will work together to monitor this and put in further interventions if needed.