

## **Documentation of Future Training (Training Manual)**

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## **The aim of this report**

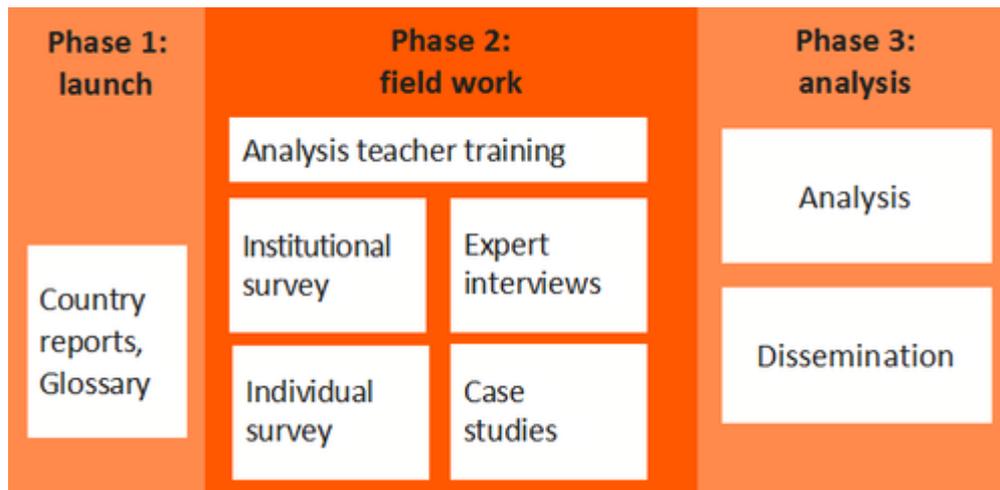
The aim of this report is to illuminate different challenges in future training for teachers and other practitioners and provide recommendations for future training in the different countries who have participated in GOETE; Finland, France, Germany, Italy, Netherlands, Poland, Slovenia and the UK. Because support systems are constructed in different ways in different countries and teachers have different roles in different countries, also the challenges of other practitioners who deal with young people in school are included in this report.

As the report will show, there are different challenges in the different countries. Therefore, the national teams were allowed to decide which important challenges to discuss in the dissemination events. In this report we illuminate the discussions from these national dissemination events.

## **About the GOETE project**

The GOETE project, Governance of Educational Trajectories in Europe, has been analysing the role of school in re-conceptualising education in terms of lifelong learning by combining a life course and a governance perspective. In the project, researchers from 8 EU countries have conducted surveys with students, parents and school principals; comparison of teacher training; case studies of local school spaces; discourse analysis; expert interviews with policy makers and stakeholders. The surveys, case studies, discourse analysis and expert interviews have been prescribed as different Work Packages (Figure 1) and the research results in these work packages have been disseminated to different local and national actors during the last year of the project; 2012. In this report we frequently refer to the different Work Packages, therefore we will first describe the content of the different Work Packages here. The comparative reports of the different Work Packages can be found on [www.goete.eu](http://www.goete.eu) and a list of national and comparative reports is listed in Appendix 4.

**Figure 1: Work Packages in the GOETE project**



**Work Package 3 (WP3)** is about comparative analysis of the organisation of teacher training in the respective countries in terms of contents, relation to school practice, education policy, and relationships with other educational actors. These objectives lead to two main research questions: (1) What are similarities and differences in the structure of teacher training between the countries? (2) In which way does teacher training prepare future teachers for the handling of and the coping with educational disadvantage? (Cramer et al. 2012.)

**Work Package 4 (WP4)** aims to provide a comparative assessment of individual educational trajectories and educational practice from the perspective of students and parents through standardised questionnaires. Two questionnaires were developed and used to survey students and their parents. The student survey aims to assess young people’s subjective accounts and experiences regarding progression through their educational trajectories to date as well as attitudes, expectations and aspirations towards their continued participation. The parental survey was used to assess parents’ views in relation to school choice, progression, problems and support experienced to date as well as their expectations and their efforts for their child’s future educational and employment career. (McDowell et al. 2012.)

**Work Package 5 (WP5)** is based on a statistical survey of primary, lower secondary, general upper secondary and vocational upper secondary school principals in eight European countries: Finland, France, Germany, Italy, the Netherlands, Poland, Slovenia and United Kingdom. (Aro et al. 2012.)

**Work Package 6 (WP6)** involves analysis of governance of educational trajectories through case studies with the aim of generating in depth information on issues explored in the previous work packages (WP 2, 3, 4, and 5). The aim in this Work Package was to provide insights into the relationships between all the different actors involved (students, teachers, parents, employers, youth service, policy makers etc.), to understand their different perspectives, and to describe constellations of factors of access, coping and relevance in the educational trajectories and learning biographies of lower secondary education students. The main objective of WP6 was to generate dense, qualitative material in order to 1) allow a closer look into the dynamics of the governance of educational trajectories, 2) generate a deeper understanding of the local space of the schools and their cooperation with the other local institutions; 3) analyse the climate in the school environment through the experiences of the current students, students who have recently graduated, their parents, teachers and experts; 4) work out constellations and configurations of actors and interactions around decision-making processes of individual educational trajectories; and finally 5) generate typologies of such constellations and configurations by cross-national comparative analysis. (du Bois-Reymond et al. 2012.)

**Work Package 7** addresses the changing nature of the high-level governance of educational trajectories in eight European countries. It focuses particularly on relations between governance and the contexts in which it operates, which have changed radically, and on the consequences of these changes for the processes and outcomes of educational transitions. In this Work Package critical discourse analysis on policy documents and analysis on interviews with high-level experts have been conducted. (Dale et al. 2012.)

**Work Package 8, WP8**, consists of five thematic reports regarding Access to education, Coping in education, Life course and educational trajectories, Relevance of education and Governance of education. (Stauber & Parreira do Amaral (eds.) 2013, Kosar Altinyelken & Julkunen (eds.) 2013, Cuconato & Walther (eds) 2013, Litau et al. 2012, Parreira do Amaral & Dale (eds.) 2013.)

## Method

The national teams working in the GOETE project have discussed the GOETE research results with different audiences in several different ways. In some events videos and other

forms of material have been used. Some events have been arranged with a very small audience with only a couple of participants, while other events have been arranged for a larger audience with about 200 participants. Some national teams arranged numerous events while other national teams arranged only a few. The participants in the audience have also varied; in some events the audience has consisted of mainly students, in some practitioners and in some people from universities. The national teams reported these events by using a reporting tool (Appendix 2).

The national teams were asked to discuss relevant issues regarding future training for teachers and other practitioners as well as training implications in their dissemination events. The national teams were provided with general guidelines on how to organize these events (see appendix 2) as well as more concrete guidelines regarding how to arrange the dissemination events regarding teacher training (see appendix 1). The idea was to discuss **three important challenges** regarding teacher training and training in school related professionals such as social workers and youth worker based on GOETE results, provide recommendations for training and practice as well as describe what the prerequisites are for these changes.

In this report we describe the main issues brought up in the dissemination events and how these issues have been discussed in the different countries. We also discuss the reactions of participants and how the participants in the dissemination events agreed with the GOETE research results.

## **Teacher training and school specialized practitioners – a contextual comparison**

The education system in the different GOETE countries – Finland, France, Germany, Italy, the Netherlands, Poland, Slovenia and the UK – differ from each other in many ways. In some countries there are comprehensive systems, such as in Finland, France, Italy, Poland and Slovenia, in some countries there are selective systems, such as in Germany and in the Netherlands, while in the UK the system is mostly comprehensive, although the educational system differs between England, Scotland and Northern Ireland. (Parreira do Amaral et. al 2011.)

In all GOETE countries teacher education are at university level. The admission criterion is the highest secondary school examination and in some countries there are additional entrance examinations. (Parreira do Amaral et. al 2011.) Teachers in all GOETE countries are facing new obligations as the life course of students are getting more individualized and de-standardized. The relevance of education for students is mediated through teachers in particular for students who do not get sufficient support and guidance at home (Thematic issue Relevance report). The changing needs of teachers competences is something that has to be adjusted in teacher training.

An interesting comparison can be made between how teacher training provides future teachers knowledge about “school career planning advice and decisions related to educational transitions and trajectories vocational guidance and occupational orientation of students in school”. Only the Netherlands strongly covers this issue in teacher training, while Germany, Finland, France, United Kingdom and Italy do it weakly and Slovenia and Poland are not covering this issue at all. (Cramer et al 2012.)

In some countries, support and guidance is provided mostly by specialized practitioners in school; Finland and Slovenia, while in other countries teachers have a key role in supporting and guiding students; Germany, Italy and the Netherlands. In the UK there are out-of school specialized practitioners and France has a mixed system where both class teachers and school specialized practitioners are responsible in guiding students.

In Finland, UK, Poland and the Netherlands special educational needs students are integrated as far as possible in the mainstream education. In countries with highly stratified educational systems such as the Netherlands and Germany students have to cope much earlier with the stigmatization caused by the allocation to a lower educational track. For example in Germany, students with ADHD are often taught in Hauptschulen. Students who enter schools from lower educational tracks are often stigmatized and have to face many prejudices of teachers and experts (Thematic issue Coping report).

## National dissemination events

### Finland

#### I Themes discussed in dissemination events

In the Finnish dissemination events three challenges were discussed: 1) How teachers are prepared to deal with socially disadvantaged students and social mobility, 2) How relevance of education is mediated through teachers and 3) The cooperation between teachers and student welfare team.

Training implications were discussed in 5 events; 1) Dissemination at the Helsinki Case study school with 10 participants; principal, teachers, internal experts, 2) National expert seminar with 5 participants, 3) Meeting with experts at the Helsinki Education Department with 7 participants, 4) FERA Expert conference with 15 participants, 5) Regional expert seminar in Turku with 3 participants.

In the session with the Helsinki Education Department particularly WP 6 but also WP7 data and WP8 (Relevance) was treated. In the Helsinki Case study school session mainly WP6 results from the Finnish case study schools and mostly how these results relate to this school were discussed. In the national expert seminar, analysis on open questions WP5 as well as results from WP6, WP7, WP8 (Coping) and WP8 (Relevance) were presented. In the FERA Expert conference results from WP6 and WP7 were discussed as well as WP8 (Relevance), mainly Finnish results compared with other countries. In the regional expert seminar in Turku, particularly WP 6 but also WP7 data was treated.

#### **1) How are teachers prepared to deal with socially disadvantaged students and social mobility?**

According to GOETE results, teachers are in general poorly equipped with encountering disadvantages among students in school. This also applies to Finland where teachers do not receive any guidelines or training in how to deal with students who encounter difficulties on school or students with immigrant background. These are issues that teachers learn in

practice. This issue was discussed together with teachers who still do not consider it necessary to increase any guidelines or training in these matters in teacher training, it's only about "treating everybody the same way". In schools there are same rules and everybody should follow them. Here again the emphasis on equality in Finnish schools was offered as an argument for not paying specific attention to diversity or disadvantage. GOETE results show that teachers want to concentrate on teaching, however on there's a need for preparedness to meet the everyday challenges which only special education teachers are trained to do. The position of the school is good in Finland, compared to other countries and parents put a lot of trust in the system.

The participants in the case study school in Helsinki were very interested in the results, mostly the results regarding their own school and not so much in the comparative results. They also wanted to know what they could do better in school. Teachers in this school<sup>1</sup> complained that they are not well prepared for meeting challenges in class. For example, once in class the teacher had asked the class how they spent the Christmas holiday and one student wanted to answer and said "everything was going well until my mom tried to kill herself". To these kind of surprising moments even an experienced teacher does not know how to react, and an inexperienced teacher is facing difficulties in handling these situations. This lead to a discussion of the need to develop mentoring systems for teachers.

A national expert concluded that young people need and demand time and there seems to be a cultural change among students. The teacher's task is not only to teach but also to discuss and see how students are doing<sup>2</sup>.

Discrimination in school was not reported in the Finnish case studies (WP6). Teachers in the case study school participating in the dissemination event believe that they do not discriminate students because they have become "colorblind", They see the student and not the color. Teachers emphasized the importance to reflect on how we understand each other and how culture has an impact in our understanding. This is however nothing they have discussed or learned in teacher training, it is more about experience from and learning in practice. Still, they did not see the need for implementing this issue in teacher training.

In the expert conference<sup>3</sup>, participants also wanted to discuss special education and how special education is dealt in other countries and how students are supported in other

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<sup>1</sup> Dissemination at the Helsinki Case study school

<sup>2</sup> National expert seminar

countries. They were especially interested in how talented students are supported in other countries. The difference between Finland and other countries may be that in Finland support is more individually oriented as in other countries, such as Germany and the Netherlands the support of talented students is built in the differentiated education system.

Special education teachers have been supporting students with special needs “forever” according to experts<sup>4</sup>. However, special needs have usually meant the weakest students. Only recently the focus is shifting towards taking into account also the needs of talented students. Students who are talented are not supported by special education students, because the weakest students need the special education teacher’s support. The support of the talented student is then the responsibility of the subject teacher. The problem remains how in schools we can support talented students. High level experts talk about supporting talented students, but on the local level, the school level, the weakest students are supported, those who manage well remain outside the formal support system and the “students in the middle” are left unattended?

Another topical issue in the GOETE report is social mobility and how students are guided in the transition phase. In the case study school where the dissemination event was held a great deal of students applies to vocational education and not general upper secondary education. The school has also a lot of students with unemployed parents, parents with low-paid jobs, social problems, etc. The general opinion in this school seems to be that students apply to vocational education, because education is “inherited”. Participants in this session pointed out that the students decide themselves what they want to do after basic education, “my uncle is a dustman, therefore I will also become one, for that one doesn't need to read anything and earns a lot of money”. Students with a more socially disadvantaged background do not seem to have high aspirations or goals but the teachers felt they could not interfere because “the student has already decided himself!”.

The discussion in the dissemination event continued on with whether the school could provide the students with more options, so that students could see all the alternatives they have. The teachers were at first puzzled with this idea, because “we’re the only academic people students know”, but then agreed to the idea to reflect on how they can have a role in guiding students, providing students with different role models, more openly discuss their

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<sup>3</sup> National expert seminar

<sup>4</sup> FERA Expert conference

own experiences and life trajectories with students because as GOETE results show, students need concrete examples and practical experience from different fields when they decide what they want to do after basic education.

Experts from both Helsinki and Turku as well as the participants in the case study school do not see that “inheritance” of education, i.e. lack of social mobility, is only a bad thing, if a student is brought up in a home where the parents/parent are specialized in one field, the student may develop an interest in this field. In one school (Helsinki) parents we interviewed said that students from this lower secondary school are guided into vocational streams and not so much into general upper secondary education. .

## **2) How relevance of education is mediated through teachers**

The relevance of education is an ongoing discussion globally as well as nationally in Finland. According to GOETE results, there are implications that teachers should explain more why education and learning a certain subject is relevant to students. Students discussed the difficulties in understanding the relevance of certain subjects and needed more concrete explanations why they should learn a certain subject.

Experts from the university level<sup>5</sup> confirmed that motivation is a big problem among students and students who do not see the relevance of education have motivational challenges. These students may receive special education although the only problem is lack of motivation.

Teachers in the session<sup>6</sup> in the Helsinki case study school responded that they do not explain neither do they see a reason for explaining why a certain subject is relevant. The Finnish parliament has decided what to study, some students need some subjects other students need other subject, this should be enough. If a teacher starts to explain why a subject is relevant, there's no end to the discussion, because students can always explain why they do not need the subject.

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<sup>5</sup> FERA Expert conference

<sup>6</sup> Dissemination at the Helsinki Case study school

There is a strong emphasis by the participants<sup>7</sup> that there are different kinds of talents, and different kinds of talents are supported with schools specialized in a certain subject, that is schools with weighted curricula.

Experts<sup>8</sup> confirm that motivation is a big problem among students and students who do not see the relevance of education have motivational challenges. These students may receive special education although they wouldn't need it if they would be motivated and they would see why education is relevant in their life.

In the case study school<sup>9</sup> we discussed the GOETE results showing that students learn best in small groups and with individual solutions but if remedial education happens after school hours during students' free time students are not interested. Participants agree with the results and they have actually already abolished the remedial education after school hours, which they had during field work, because they had recognized the same thing.

### **3) The cooperation between teachers and student welfare team**

According to Goete results the cooperation between teachers and student welfare team functions generally well, but there are problems of professional secrecy and information among different professional actors in school does not interchange: a teacher is usually the first person to notice a problem with a student, but due to professional secrecy it is only the welfare team who knows the problems. Participants in the session acknowledge that this is something that cannot be changed, according to law but this is something which is extremely difficult for teachers. The teachers would appreciate some knowledge about the student, e.g. if a student is a drug addict or similar. Some knowledge would help the teachers in their work and help the teachers in how to deal with difficult situations in class. Interestingly though, the multiprofessional teamworking launched in the Youth Act was not brought up in the agenda.

In interviews with students, we asked if they wanted to send a message to teachers/school personnel. One question students wanted to ask is why teachers don't interfere with bullying in school. In the session<sup>10</sup> we discussed this. Participants in this session were relieved to hear that there is a wish for teachers to interfere with bullying because they often get the message

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<sup>7</sup> FERA Expert conference

<sup>8</sup> FERA expert conference

<sup>9</sup> Dissemination at the Helsinki Case study school

<sup>10</sup> Dissemination at the Helsinki Case study school

from parents and students that they should not interfere. Just before the session one person from the student welfare team had received an angry text message from a parent asking why the school interferes with bullying.

National experts<sup>11</sup> recognize that young people need and demand more guidance. The length of the guidance counseling is crucial. One important question is if it should be prolonged to include all classes in lower secondary school. Some students need more counseling, some less. Another important question is what the content of guidance counseling is. Is it more of a labor market counseling or is it more of a general life course counseling. National experts recognize also that there are different kinds of young people, some people don't find their educational trajectory right away, when other knows from the beginning what they want to do. The discussion is too much sector based.

According to Goete results, the principal has a great influence in the school spirit. If the principal is organized, the school is organized. The participants<sup>12</sup> agree with these results.

One important problem raised in the GOETE results is that there are too many students per guidance counselor, there is not in all municipalities enough time to guide students. Another important question according to participants is that what do we mean with guidance counseling, do we mean guidance to a profession or general counseling? In Finland, guidance counseling is very specialized, and according to the GOETE results, the guidance counselor is the most important person in the transition phase. Here a question rose; does the guidance counselor have too much power and is it a risk that the expertise is only owned by one person? Participants<sup>13</sup> agreed and said this also applies for other professions as well, e.g. the special education teacher is now the only person specialized in meeting the needs of students with special education needs.

According to the experts in Turku<sup>14</sup>, a comprehensive system is supportive in terms of handling students with challenges. According to some experts, the collaboration with parents is very important and one expert says that the teacher should communicate with the parent before anything negative happens. If the first contact is about something positive, the communication is much easier after this.

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<sup>11</sup> National expert seminar

<sup>12</sup> National expert seminar

<sup>13</sup> National expert seminar

<sup>14</sup> Regional expert seminar in Turku

Some of the experts<sup>15</sup> did not think the cultural differences are barriers to education in Finland, the Finnish culture is too pragmatic; we have a young person, who needs support and the cultural background is not the issue. It is about communication between persons. One explanation may also be the comprehensive education system, the same education is provided for all irrespective of cultural or social background.

Participants<sup>16</sup> agree that young people need individual support and individual solutions, which is the trend in Finland today and this is clearly seen in Goete results.

The teacher has a great responsibility in supporting a student with social difficulties, but if the situation is bad, social authorities should be responsible. The teacher is the first person who recognizes when a student encounters difficulties, teacher should therefore be responsible in starting to deal with these problems. Teachers say that they don't have the education to deal with these challenges. Therefore we have in Finland the pupil welfare team who's responsibility is to deal with these problems.<sup>17</sup>

## **II Recommendations for training and practice**

It is important to reflect on how teachers can have a role in guiding students, and with providing students with different role models. GOETE results show, students need concrete examples and practical experience from different fields when they decide what they want to do after basic education. Students want teachers to more openly discuss their own experiences and life trajectories with students.

Participants in the dissemination events agree that there should be more education for teachers in how to deal with students who encounter difficulties. In particular experts from the local and national level believe that it is old-fashioned idea that the teacher only teaches the subject. Teacher should take responsibility and then there are other personnel who are experts in students' difficulties. There should be a good cooperation between teachers and welfare personnel. The teacher should at least discuss and inform the welfare personnel if she/he recognizes a problem with a student.

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<sup>15</sup> Regional expert seminar in Turku

<sup>16</sup> FERA Expert conference, National expert seminar, Dissemination at the Helsinki Case study school

<sup>17</sup> Regional expert seminar in Turku

When teachers are asked if they would have liked to have learnt more in teacher training about these issues the teachers reply that teacher training is mostly concentrated on learning the subject which is the key problem why teachers have no knowledge in how to deal with these students. However, in schools there are experienced welfare personnel who are taught how to deal with these students so teachers should only know how to deliver the problem further to the right person in charge or to the student welfare team. The teachers however would appreciate a “mentoring system” in school for new teachers. The teachers say that you learn these things from experience, but as a new teacher you feel quite lost.

### **III Prerequisites for change**

Teacher training in Finland is mostly concentrated on learning the subject which is the key problem why teachers have no knowledge in how to deal with disadvantaged students. On one hand, teachers do want to know more about how they can support students, however on the other hand they think that there are experienced welfare personnel in schools who are specialized in how to deal with these students so teachers should only know how to delegate the problem further to the right person in charge or to the student welfare team.

The school participating in the dissemination process was the Finnish case study school with most challenges (many unemployed parents etc) still, this school seemed according to the Finnish WP6 results to be the school which was most prepared and which had the most resources to meet these challenges. The school receives positive discrimination money from the city because the school has so many students who have a disadvantaged background. The participants acknowledge these results and say it is true that they have resources, because the school has encountered challenges for such a long time, they know how to handle the challenges. They also say that the city of Helsinki is perhaps better prepared to deal with these challenges and to provide resources to schools, than perhaps Turku and Tampere. In Helsinki there are different forms of support available.

## France

### I Themes discussed in dissemination events

The challenges discussed in the French dissemination events are: *The guidance issues: European perspective and professional practices* and *Teacher's role in the guidance process*.

“*The guidance issues: European perspective and professional practices*” was discussed on Dissemination to the Master in “Youth: Policies and care”, CRIJ (Regional centre of information for young people), Rennes with 13 students of the master, Karine, a member of the GOETE team (Laetitia Mellottée), a teacher from the local case study of Rennes. Participants are students (initial and lifelong training) from a master degree on Youth Policies<sup>18</sup>.

“*Teacher's role in the guidance process*” was discussed on Dissemination on LLL on young policies across Europe (18<sup>th</sup>, October 2012) at EHESP, Rennes with 10 participants and 4 GOETE members + Jérémy Blin, teacher of French involved in the movie and from the local case study in Rennes. Participants are professional working on local administration of the ministry of Youth, sport and social cohesion (Direction Régionale de la Jeunesse, des Sports et de la Cohésion Sociale). At the regional level, they are responsible for supporting and advising non-governmental organisations and local actors involved in non-formal education and youth policies to develop projects. They bring an administrative, technical and organisational support to these actors on a defined territory. The participants come from several regions of France. They voluntarily participate to these 3 days of lifelong learning sessions based on youth policies in Europe.

In the sessions material from WP6 (students' trajectories), WP8 (chapter on career guidance), and WP9 (film “Demain, j'me casse”) was mainly used.

#### 1) European perspectives on guidance and professional practices

The general theme of the session was “The guidance issues: European perspective and professional practices”. For this session, Mr. Jeremy BLIN, teacher of French in the local

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<sup>18</sup> [http://www.ehesp.fr/formation/formations-diplomantes/master-jeunesse-politiques-et-prises-en-charge/?lang\\_pref=en](http://www.ehesp.fr/formation/formations-diplomantes/master-jeunesse-politiques-et-prises-en-charge/?lang_pref=en)

case study in Rennes was invited to make a presentation of the movie, to explain the French guidance procedure in lower secondary school and to answer to participants' questions. The aim was to create a debate between a teacher and Youth practitioners on guidance and trajectory issues.

A series of questions concerned the *aims and ambitions of the research*: "To what extent this type of research could influence educational policies at European or national level?" or "What are the "real" goals of the European Commission?". A discussion emerged on the Lisbon 'strategy and the objective of building a society of knowledge. As education and training can be seen as a way to improve the general level of education and employment of inhabitants, the UE had placed educational issues at the very top of the political agenda from several years. The students understood this fact but had doubts about the effectiveness of the strategy. The possibility of building a European educational policy was also raised and discussed by students. Nevertheless, the feasibility of a global homogenization of educational policies was dismissed as national systems seem to be hard to change.

The participants reacted on *guidance issues* after the diffusion of the film. Besides the humoristic aspects of the movie, the participants described a very worrying situation. Indeed, as the film gives the students' point of view on guidance, they described an unfair system of application and difficult trajectories for migrants or disadvantaged students. Participants explained that the system did not seem to have change as it continues to share advantaged and disadvantaged students into courses (general vs vocational) with almost no possibility to climb the social ladder. Furthermore, teachers seem to be helpless in supporting students in guidance if not reinforcing social inequalities. A lively debate started in a quite pessimistic perspective. Jeremy Blin reacted to these comments in saying that it is partly true that teachers do not have enough time, means and skills to support students in transitions and trajectories. Nevertheless, he stressed that changes exist especially at the local level. Teachers can develop efficient guidance actions and support the most disadvantaged students but it always depends on individual will. The participants regretted that in spite of positive local examples the system is rather unfair.

About the *relation between general and vocational track*, participant asked about additional information from the GOETE results. They wanted to know if it is a specificity of the French system as they know that other educational systems enhance the status of vocational course (the German system is often held up as a good example). GOETE shows that all countries

encounter a dichotomy between the general and the vocational course but is a more or less intensive way. For instance, the German vocational system had been suffered from many criticisms since the PISA- Shock of 2001. One of the students (who is in lifelong training and is also a headmaster) brought the reform of the upper secondary school as an important issue. According to her, recent reforms tend to reduce the number of places in the vocational schools but in increasing the level of selection. She considers this is not a good solution as it only reverses the problem in creating an elitist vocational course and a low general course.

About the automatic application procedure to upper secondary school, participants had a lot of questions. They were really amazed and critical as regard such an impersonal way of tracking. The guidance procedure is reduced to a sharing out procedure of students into schools with no place for students' wishes and no attention to educational trajectories. The teacher and a student of the master who is also headmaster in a lower secondary school totally agreed to this statement.

In front of all this criticisms, the question of what can be done to change the system was raised. Both the teacher and the headmaster claim for a deep reform of the teacher and practitioner training on guidance issues.

As future or current professionals of Youth policies, the participants were really interested in the GOETE findings, especially the teacher and the headmaster. As the subject of the session was mainly on guidance, participants were particularly interested in guidance procedures, role of teachers in it and concept of trajectories. They regretted that the trajectory dimension is not really taken into account in France.

For most of students, GOETE findings are interesting as educational policies are one of the aspects of Youth policies. They consider that education is one of the elements of young trajectory and they have to focus on. For educational practitioners (teacher and headmaster), guidance issues have direct links to their everyday work.

Practitioners mostly agreed with GOETE results. Nevertheless, they sometimes have false or out of date ideas on educational systems and GOETE findings can update their knowledge and help them to better analyse the situation.

## ***2) Teacher's role in the guidance process***

All participants see in the film that guidance or tracking appears as a sanction and the teacher does not have influence on the student's trajectory. Indeed, attending a vocational course is seen as a fail in the film. The teacher explains that is unfortunately the reality and teachers feels as ill at ease as the teacher in the film when the have to announce this type of decision to a student who made efforts but do not obtain the tracks he expected. He described that the worst situation for a teacher is to know that a student really did efforts to succeed but insufficiently.

Participants express their feeling that the educational system, and especially the guidance process, has not evolved at all for their own childhood. It reminds them their own (bad) experiences with guidance counsellors or teachers who put them in a cooling out process or destroyed their ambitions and expectations. The GOETE team, as researchers, bring some theoretical information on the process of bottom-up changes in public policies and explain that changes are often incremental but do exist.

But Jeremy Blin brings some enlightening information on positive aspects. Teachers can have power on trajectories. For instance, last year the teachers propose to a migrant students (only three years in France) to go into a general upper secondary school as he was very good in Maths and worked hard even if he still had a weak command of the French language.

Practitioners were surprised about results on the place of guidance issues on teacher training in all countries (very low). They do not understand how it is still possible to ask practitioners to do guidance without a strong training on these issues (especially with all studies and research which had pointed out this problem).

Practitioners did not "reject" GOETE findings and recommendations it but they seemed doubtful on results which do not correspond to their own ideas or expectations. As a consequence they asked a lot of question so as to understand thanks to theoretical framing (researchers) or experience (teacher).

## **II Recommendations for training and practice and prerequisites for change**

GOETE findings totally enlighten the lack of efficiency of the guidance system in France (short-term perspective, lack of means, lack of training of practitioners). The participants ask about change in the training of teachers and guidance practitioners.

The practitioners of non-formal education are particularly interested in learning issues and particularly the LLL perspective. Guidance is one of the related subjects so they are interested in it.

The main change seen as necessary for guidance issues is a reform of teacher and practitioners training (initial and lifelong training) on guidance issues.

In the second dissemination event (see appendix 3) it is stated that one session could never be sufficient to change minds and bring a durable change on how National Education is perceived by members of others ministries. But, this session is one of the necessary steps to enable research and policy makers to discuss and cross their point of view.

## Germany

### **I Themes discussed in dissemination events**

The German team discussed the following challenges regarding future teacher training: 1) *how are teacher students prepared for handling social disadvantage* 2) *Changing of professional demands on teachers* 3) *Should school be the central agent and place of / is school the best place for combining and coordinating different means and forms of support and education for children and young people and what does this mean for teacher training?*

Future training themes were discussed in 9 different dissemination events, in; the local case study in Duisburg with 14 participants, two U25-steering-group meetings in Stuttgart with 8 participants respectively 11 participants, an expert colloquium with the “Local Learning (LvO)” project in Leipzig with 15 participants, a seminar on school pedagogy with 16 participants, a conference “Supporting and challenging in all-day schooling” in Leipzig with 100 participants, a Fullbright seminar with 12 participants, the local case study school in Stuttgart with 10 participants, a Workshop discussion in Stuttgart with 50 participants and an “Education conference: Education as a location factor” in Leipzig with about 30 participants for the GOETE presentation.

In Duisburg the WP6 German national report was discussed. In the conference “Supporting and challenging in all-day schooling” in Leipzig the individual survey and WP6 case study data mixing comparative tables with detailed analysis of German data were used as main data

sources. In the “Education conference: Education as a location factor” in Leipzig the individual survey (WP4) and case study data (WP6) mixing comparative tables with detailed analysis of German data were used as main data sources. In the expert colloquium with the “Local Learning (LvO)” project in Leipzig individual survey and case study data, mixing comparative tables with detailed analysis of German data were used as main data sources. In the U25-steering-group in Stuttgart the data came mainly from national and international reports out of WP6. In the session in the local case study in Stuttgart subjects from the WP6 German national report were discussed and were in some points added by material from the WP4 comparative report and the WP3 national report. In the Workshop discussion in Stuttgart mainly findings from the local case studies were represented. In the Fullbright seminar and the School Pedagogy session in Tübingen WP3 findings from were discussed.

### **1) How are teacher students prepared for handling social disadvantage in school?**

Students have to face different challenges and, despite of the statements of many interview partners, undertake enormous efforts and are motivated. Statements of teachers about their new tasks as social workers and the questions that arise from those new tasks: how can teacher training be reformed to impart teachers’ competences to cope with those tasks? How can teachers be supported in every day work at school? Especially parents with migration background have other expectations towards the support from school. Furthermore the leader of the U-25 Team of the local Employment Agency in Duisburg asserts that they often have illusory ideas about educational goals of their children and have high demands on them. The teacher for counseling and coordination within transition contradicts that opinion resolutely. In her point of view, especially parents with a migration background are very committed and cooperate with the schools. She thinks that the problem is rather that German children are neglected. Families with a migration background rather have language problems and the illusory ideas of parents are due to a lack of information.<sup>19</sup>

Practitioners<sup>20</sup> feel that educational disadvantage is an existing and even growing problem, every teacher has to cope with. The research results from the GOETE project (WP3) shows that administration and decision makers know that problem, but the impact (possible and necessary reforms) is weak and the effort to really change something (lowering educational

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<sup>19</sup> Duisburg case study

<sup>20</sup> School pedagogy

disadvantage) is most often all up to the practitioners (teachers) doing the work at the basis. According to participants in the Fulbright seminar coping with educational disadvantage of pupils/students the most important things are; dealing with individual situations that students come to class with; being patient (grades, discipline, attendance); dealing with individual situations that students come to class with; ability to meet the needs of a student who does not display the educational outcomes of his/her peers; working with educationally disadvantaged students in a classroom setting; special education teachers are very valuable to the regular classroom teacher – they should be physically accessible to regular teachers and should be in continuous contact; increasing the support structure and staff.

In the sessions<sup>21</sup> it was discussed if it is possible to verify the finding that the thematic constellation “handling of educational disadvantage” is widely neglected in teacher education on the basis of own experiences. Some practitioners reacted partly irritated to the GOETE WP 3 findings, because they are engaged with the question of educational disadvantage very often in their daily work. Other practitioners were approved and satisfied, that a study replicates what they feel since a long time: policy and decision makers take questions of educational disadvantage only marginal into account, although PISA results showed a need of action.<sup>22</sup>

Also in the Workshop discussion in Stuttgart there was a discussion about how teacher students are prepared for handling social disadvantage. In this presentation the following results about teacher training and social disadvantage were for example discussed; Teacher training considers questions of social disadvantage of students only marginally; Teacher training contributes less – mediated by teachers – to support educational trajectories of students. That does not mean that schools or teachers don't overtake such tasks but teacher training blanks those elements widely out. The challenges in Germany are: youth welfare in Germany often shows a school-abstinent attitude. School in contrast often mangle on sensibility for students' challenges in their out of school life. That makes communication difficult. A participant criticized that school adjusts social inequality. Between parents and schools speechlessness often dominates, the Social environments (Lebenswelten) of actors are very different. Some parents show fear towards institutions and school but are active nevertheless. Another participant adds that the question is what knowledge teachers have

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<sup>21</sup> School pedagogy and Fullbright seminar

<sup>22</sup> School pedagogy

about the Social environment (Lebenswelt) of their students. Teachers don't gain experiences in other working fields than school.<sup>23</sup>

Colin Cramer, GOETE researcher, brought up the topic of the social background of teacher as an important issue. Educational upward climbers are more often found in schools of primary level or on "Pädagogische Hochschule" (Polytechnics where teachers for lower tracks of the school system are trained), children from upper class more often are studying for teaching at Gymnasium (highest track of secondary school). Those who work with disadvantage clientele often have a similar background. But also in that group there are more and more students who have at least one parent who has an academic degree. Social and vocational placements are marginalised in teacher training. Most of the teacher trainees have little working experiences. Also teachers who take their sabbatical year seldom work; most of them have no out-of-school working experiences. A participant asked herself if it is necessary that teachers learn so much social knowledge. Wouldn't it be more reasonable to improve networking with other professions who have that knowledge? Colin Cramer explained that this is for example the case in Finland where teachers don't even occupy themselves with other issues than teaching. But the question is; who are significant persons. Teachers spend most of the time with students. So it is reasonable to integrate external experts in school but although, teachers shall have some knowledge about other issues than teaching and their subject. Another participant asked if teacher training is not a too short time which is filled with other important issues with high relevance that are important for the professionalism of teachers. Other actors like counselling teachers and psychologists have those competences. Basic knowledge concerning vocational orientation is missing by students. Therefore teachers must be sensitized for that issue to be able to answer question of students and be aware of those questions.<sup>24</sup>

But what has youth welfare to say about that because the issue is the entanglement of social and educational sector? A participant mentions the model of school social work that is a special one in Stuttgart. School social work shall act like a hinge between school and that what happens outside it. There are models in those context school social work and teachers cope with all-day work together. They learn from each other and complement one another. The question is when such cooperation reaches the higher levels. How can those models be implemented on a higher level? Colin Cramer, GOETE researcher, points to the possibility to depute teachers. Another participant mentions the experiences of a befriended teacher with

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<sup>23</sup> Workshop discussion in Stuttgart

<sup>24</sup> Workshop discussion in Stuttgart

training of former counseling teachers. In that training she didn't hear the word "child and youth welfare" only one time.<sup>25</sup>

## **2) Changing of professional demands on teachers**

In Germany, an important question is about the changing demands on teachers. The actual time that students spend in school with their teachers and other personal that works there, like school social worker, leads to a demand to improve the competences of those people to support students in transition. At the moment, vocational counselling and orientation is marginalized in teacher training. Therefore there seems to be a need for teachers to change their self-concept and the issue of vocational orientation and counselling must be integrated in teacher training. Teachers are somehow constrained to their role as teachers what makes it difficult for them to take over tasks of school social workers. Teachers feel let down by policy and political actors/measures. Hence lack of money and missing political will are mentioned as the major shortcomings.<sup>26</sup> The relation between policy makers and staff working in teacher training can be described as very sceptical, because staff working in teacher training does not rely on the current reforms of teacher training very much. However, in the current discourse there is much more involvement of the different actors in the process of reforming teacher training than it used to be.<sup>27</sup>

For practitioners in one dissemination event<sup>28</sup> it was of interest, that occupational orientation and vocational guidance in teacher training is widely neglected in all researched countries. Their feeling is that in daily school life it has not an important, but a significant place, e.g. writing applications, inviting external counsellors, talking about vocational perspectives etc.

Although it seems as all teachers and experts are highly committed to their specific field of work and have a huge expertise for this field the discussion in the dissemination event in the Duisburg case study school shows that problems and different perspectives appear. These are related to two aspects: 1. on the crossing to other fields of work which they are not familiar with and who are potentially alarming because they possibly are not in line with own approaches and work routines. 2. Concerning the overview about major systemic relations. In that case everyone argues (understandably) mostly very close to her or his field of work. It's

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<sup>25</sup> Workshop discussion in Stuttgart

<sup>26</sup> Conference "Supporting and challenging in all-day schooling" in Leipzig

<sup>27</sup> School pedagogy

<sup>28</sup> School pedagogy

difficult for them to get an overview about different perspectives on social developments (e.g. educational disadvantage) and possible comprehensive solutions (e.g. for a biographical guidance of young people). That could be a reason why cognition of major relations could be important for actors to be able to position their own work and to appreciate the own contribution. That can be 'broken through' by school theoretical horizons (e.g. about the issue of selection), by scientific-systemic presentations (e.g. our feedback at school) and about profession specific aspects. Thorsten Bohl, GOETE researcher, brought up an example to illustrate the missing recognition of students' socio-emotional problems by teachers who are working in their job during several decades: He reports about teachers with best preconditions concerning social background, marks and education who applied for a job at the institute for school pedagogy at the university and were not accepted. They were totally disappointed only after getting one single refusal and have no realistic appreciation of their competences. But on the same time they criticize their students whose starting conditions are worse and who often get much more refusals than one.<sup>29</sup>

In the dissemination event in the local case study school in Duisburg the idea of students choosing on their own which people shall support them was discussed. The leader of the U-25 Team asserts that they allocate one counsellor to each school to guarantee continuity of contact person and asks if that is a false strategy. Actors of other institutions argue that a personal freedom of choice isn't possible because of limited personal resources and students are chosen for projects because of certain vocational wishes. In the personal vocational advisor point of view there are limits which have to be demonstrated to students because later in apprenticeship training it could be possible that they can't get on with a certain trainer and they can't change it. That must be communicated to students. A contrastive argument comes from the division manager of the personal vocational advisor: he thinks that the fact that students should choose on their own seems to be a reason for fear. He thinks that students wouldn't take advantage of such a situation. The reason for that wish for freedom of choice is that students perceive the situation another way and don't choose supporting people because of the institution they come from but because there must be an agreement on the personal level.

In the dissemination event in the local case study school in Duisburg there was also a reaction on critical view on de-motivating effect of cooling-out processes. The employee of the U-25

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<sup>29</sup> Duisburg case study

team of the Employment Agency asked herself critically how she can arrange her counselling process. But she and other actors feel confident that they have to give students realistic views, for example because of missing apprenticeship places for extraordinary professions although they don't want someone to be left behind. The teacher for coordination and counselling in transition points out her experience that many students are relieved if they get an admission for vocational schools where they want to acquire higher educational degrees, although they are fed up with school. But they know they have no chance with a degree from Hauptschule on the apprenticeship market, they are without any perspective. For students from families who live on Hartz IV (social benefits) the situation is totally depressing because their apprenticeship pay is charged against the Hartz IV payments for their families. They have the feeling to work for nothing and think that it is a punishment for them and perceive that situation as a further discrimination

### **3) School as the central agent and place for education and support**

During the discussion in the dissemination event “Supporting and challenging in all-day schooling” in Leipzig most of the comments reacted to the question regarding *Should school be the central agent and place of / is school the best place for combining and coordinating different means and forms of support and education for children and young people and what does this mean for teacher training.*

Participants in one dissemination event<sup>30</sup> had the opinion that there is no choice for them at the moment as not being the central place of support, education and transition for children. One of the reasons for that is seen in the role of the parents, who are no longer able to orientate themselves in the jungle of measures, courses and options and so to support their children. Although this task originally could be seen in parents' responsibility, the participants understand that parents are not adequately prepared/equipped for that. Schools and teachers on the other side have the same problems but need to act without being adequately prepared or having the resources for that.

Other teachers<sup>31</sup> liked the idea of school as a central place where children could feel safe and well. But again they complained that although school has turned into a broader “life space” of children, schools are not prepared for the implications of this and there is no comprehensive

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<sup>30</sup> “Supporting and challenging in all-day schooling” in Leipzig

<sup>31</sup> “Supporting and challenging in all-day schooling” in Leipzig

structure for a concept for “school as a life space”. There seems to be a need for more resources, more and better trained teachers as well as for more social work allowing for a better cooperation among equal partners. One participant referred to federalism as a key problem in his opinion inhibits the increase of educational funding. He thinks a centralistic system could change this problem. Another participant on the other side referred to the lack of power and the resignation in the field of education what concerns all actors in the field. This particularly is fatal as there will be no more money available in the future.

GOETE researchers mentioned the wish of students to choose on their own which people shall support them as an idea of students for a better support. A discussion about the possibilities but also the need to give students freedom of choice arises. The leader of the U-25 Team of the local Employment Agency asserts that they allocate one counsellor to each school to guarantee continuity of contact person and asks if that is a false strategy. Actors of other institutions argue that a personal freedom of choice isn't possible because of limited personal resources and students are chosen for projects because of certain vocational wishes. In the personal vocational advisor point of view there are limits which have to be demonstrated to students because later in apprenticeship training it could be possible that they can't get on with a certain trainer and they can't change it. That must be communicated to students. A contrastive argument comes from the division manager of the personal vocational advisor: he thinks that the fact that students should choose on their own seems to be a reason for fear. He thinks that students wouldn't take advantage of such a situation. The reason for that wish for freedom of choice is that students perceive the situation another way and don't choose supporting people because of the institution they come from but because there must be an agreement on the personal level.<sup>32</sup>

The freedom of choice of supporting people and the need but also the dilemma to give students realistic views are issues which are of interest for practitioners. When it comes to discussions about the cooperation with and responsibility of parents the sometimes excited discussions show how important this topic is<sup>33</sup>.

Regarding the question on school as the central agent and place of combining and coordinating different means and forms of support and education, one participant mentioned

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<sup>32</sup> Duisburg case study  
<sup>33</sup> Duisburg case study

that she can't imagine how it could work when all support and coordination measures would be in the responsibility of schools<sup>34</sup>.

The head of the Employment Agency in Stuttgart raises the question of connection between school and work. He asks if it would not be the task of schools to open more access to work. Colin Cramer, GOETE researcher, answers that in all countries the issue of vocational orientation and counselling is marginalized in teacher training. That means a contradiction to the definitive time that students spend in schools and with teachers. There must be a change in teachers' self-concept regarding to that issue.

The transition manager picks up the picture of school as spider in the net and tells about her experiences in the supervision of schools. Schools are concerned with huge changes at the moment and schools that shall cooperate with many actors have difficulties. Thereby schools delegate those tasks to other actors because they feel overwhelmed. She thinks that teacher training should impair how such cooperation can be proceeded and managed. Furthermore she finds it important that cooperation of schools with small and medium sized firms is enforced. Students can experience recognition in the context of vocational placements and the access to those placements could be simplified by intensive cooperation.

Furthermore feedback about the importance of a view on their work from people outside their field of work shows that a reflection of every-day work would be important and seems to get lost in daily routine and stress.<sup>35</sup>

Cooperation with parents is of high current interest in Leipzig and the cooperation problems between parents and teachers were also one important finding of GOETE. Forms of cooperation usually are not contained in German teacher training. Professional communication skills are needed to improve ties of cooperation especially between teachers and parents. For the moment both sides blame each other and make each other responsible for educational disadvantage of students. Also, as long as teachers won't learn forms of professional cooperation they won't respect that as their tasks but more as an additional burden.<sup>36</sup>

Also the cooperation within local networks is of high current interest for Leipzig and for further training for actors working the field of educational administration. Especially GOETE

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<sup>34</sup> Expert colloquium with the "Local Learning (LvO)" in Leipzig

<sup>35</sup> Duisburg case study

<sup>36</sup> Local Learning (LvO)" in Leipzig

findings that show who and how different types of actors are involved in educational trajectories could help to establish and further develop local networks of cooperation. Both for policy makers and practitioners one other aspect for further training could be regarding their proper handling of academic knowledge. All presentations in Leipzig showed that many participants are familiar with similar findings such as the ones from GOETE. However no one could tell us what progress could be made based on this knowledge in the last years. So there seems to be lack in recognizing and distinguishing of educational information in all its complex varieties and also a lack of sociological knowledge that is needed to understand educational contexts. The case of Leipzig is also very special as there are already different types of educational networks existing. This could be another aspect that could be addressed in further training in a sort of “dialogic counselling”.<sup>37</sup>

## **II Recommendations for training and practice**

The motivated discussion<sup>38</sup> shows that GOETE findings and recommendations are highly relevant for the practical experience. Although it is not possible to change thinking/better: structures, routines and acting immediately, it could open the view on the own every-day work. From the dissemination event in Duisburg, the following conclusions are made:

- Free choice of supporting people for students is a much discussed issue. One discussant is of the opinion that free choice of students causes fear of students taking advantage of their freedom
- Cooling out processes are seen as necessary although no one shall be left behind
- Responsibility of parents is a much discussed issue. However, their role is seen as essential for their children’s success in school and within transition
- All discussants are very interested in the issue and the study. It seems that interests comes from the wish to support students as good as possible
- Nevertheless critical conclusions where in large part denied and discussants seem to reassure themselves during the discussion. So it seems that long-term changes of thinking and structures can’t be activated in such a short time
- Because all actors seem to be highly concentrated to their own field of work, discussions arise on the crossing of different perspectives caused by different

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<sup>37</sup> Local Learning (LvO) in Leipzig

<sup>38</sup> Duisburg case study

professional self concepts and points of view. That must be broken through by school theoretical horizons, scientific-systemic-presentations and presentations about profession specific aspects

The presentation of the second appointment<sup>39</sup> (U25 Stuttgart 19.07.2012.ppt) finished with a central key recommendation: because educational processes take part in the local space, school acts like a “spider in the net” with references to many other actors. Therefore it is necessary to establish and to keep a transition management alive in those context pedagogical profession and economic expertise work together at eye level. That includes three conclusions:

- The reciprocal recognition of all actors (students, parents, teachers, other pedagogical experts) is an important precondition for the success of a network. The question is: how can regional transition management contribute to such a reciprocal recognition between the different actors?
- There is a ‘marketization’ of the educational system that leads to an increasing competition for students. A strong regional transition network could act as a balance weight to this influences of market mechanisms on education
- The question is if an educational system which is in permanent change doesn’t need an instance which stabilizes and regulates it?

### **III Prerequisites for change**

Prerequisites regarding the need of focussing more on questions of handling educational disadvantage are support by decision makers (headmasters, administration) as well as the political intention to do so.<sup>40</sup>

The discussion about freedom of choice also includes a subliminal potential of change: as an argument why students can’t choose people who shall support them free experts also mention limited personal resources. One can assume that if those resources were present, the possibility to choose free could be facilitated.<sup>41</sup>

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<sup>39</sup> U25-steering-group Stuttgart

<sup>40</sup> School pedagogy

<sup>41</sup> Duisburg case study

The actual time that students spend in school with their teachers and other personal that works there like school social worker leads to the demand to improve the competences of those peoples to support students in transition. At the moment, vocational counselling and orientation is marginalized in teacher training. Therefore teachers must change their self-concept and the issue of vocational orientation and counselling must be integrated in teacher training.<sup>42</sup>

If schools shall overtake networking tasks in practice, principals and teachers must be trained in managing and coordinating such networks. Furthermore it must be assured that personal resources are provided that insure that other tasks of school don't miss out.<sup>43</sup>

In the dissemination event "Supporting and challenging in all-day schooling" in Leipzig the participants felt they are not in the position to change anything and partly know about problems regarding whether school should be the central agent and place of / is school the best place for combining and coordinating different means and forms of support and education for children. Persons in authority of educational administration and policy are the ones to be informed. This can be understood as a communicative validation of our results that point to the right and current problems in educational practice.

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## Italy

### **I Themes discussed in the dissemination sessions**

Three main themes can be illuminated in the dissemination events in Italy; 1) *a specific training to work in disadvantaged context and to support transitions and guidance school/work*, 2) *social recognition and material resources of the school as important issues to stem the reproduction of the social inequalities* and 3) *support experiences of students in and out of school, cooperation within and between educational institutions*.

The challenges have been discussed mainly in three dissemination events; In a Meeting with school staff and policy makers in Bologna with 30 participants, in a meeting in Ancona with

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<sup>42</sup> U25-steering-group Stuttgart

<sup>43</sup> U25-steering-group Stuttgart

3 schools on WP4 survey results and in a meeting with school staff in Catania with 52 participants.

In the meeting with school staff and policy makers in Bologna the researchers presented the quantitative data from WP4 and WP5 as well as Presentation of qualitative accounts from WP6 National Report, with a special focus on the case study schools. In the Meeting with schools on WP4 survey results in Ancona results from WP4 questionnaires were discussed. In the meeting with school staff in Catania researcher presented results from the quantitative data (WP4 and WP5) as well as qualitative accounts from WP6 National Report and Wp6 Comparative Report.

### **1) Preventing reproduction of social inequalities in school and teachers skills of handling disadvantages in school**

In the meeting with school staff and policy makers in Bologna there was a discussion regarding problems to help students with few resources (both teachers and materials). We stressed that individualised teaching is very important to respond well to the students' needs, but principal pointed out that individualised teaching methods in order to provide all pupils with equal opportunities are difficult to reach. This goal could only be reached by increasing the number of teachers per school; in addition, he told us that, in his context, it is important to raise the level of teaching to come out from the situation of stigmatisation and to permit students to have less problems during the first year of upper secondary school.

In the meeting with school staff in Catania the focus has been on the importance of having sincere dialogues with students; following students who are considered as 'at risk' from primary onwards; using ICT technologies while teaching, as it helps to get their attention; creating more opportunities for learning by doing and cooperative learning; using a variety of teaching and learning materials in addition to textbooks as some students cannot even afford to buy the books; trying to motivate and encourage students by appreciating their study efforts and sometimes giving slightly higher grades to instil a feeling of accomplishment; Catania tutoring project.

The audience in the meeting with school staff in Catania mainly focus on their perception of isolation and peripherality (we want to remember that this case study was selected as the most disadvantaged among our case studies) they perceive in the neighbourhood, city and

national context. So, while they felt that we were quite able in catching their efforts, strengths and weaknesses, their main concern was that our findings, showing the high pressure Italian schools (especially in disadvantaged contexts) undergo daily, should be known and commented by national policy makers. Actually, in their opinion national policy makers and discourses are distorted and do not catch urgent problems school staff feel.

In the meeting with school staff in Catania the idea of the need to rethink the balance between social and teaching skills (with further training on the first side) was agreed although some preferred that more professionals with specific skills were involved in schools. The principals underlined that local experimental practices with too a strong leaning toward social dimensions were under discussion to refocus more on the educational mission of schools.

In Italy there's a need for rebalancing "social" and "teaching" competences in the teaching staff. Teachers are aware they often work as "social workers" more than teachers, and they feel the inadequacy of their training in this field<sup>44</sup>.

Participants<sup>45</sup> were very interested in the results, in our interpretation first because this was a way to break their perceived isolation. They strongly appreciated (e.g. with the introductory discourse by the principal) that we didn't just "use" them as passive objects of research, but wanted to interact on results. The interest was also grounded in the need to have a comparative dimension to own efforts, to understand if other cases use similar practices and/or undergo similar problems.

In one meeting<sup>46</sup> a set of questions on after-school activities and self-reported behaviours usually stirred up the discussion among teachers themselves. Teachers are not aware what happens outside school, it is kind of a black box for teachers. In this respect, the implication for training are somehow ambiguous, since not all teachers agree that "social" dimensions are teachers' task, and other think that structural conditions of disadvantage are such that anyway the school alone (even a very performative, effective and well-trained staff) would not be enough. It is recognized that guidance skills are often built "on the field", without proper acknowledgement of underlying criticalities. Some participants were skeptical on their ability to work out negative issues. Even though they think they were not policy issues, but practice

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<sup>44</sup> Meeting with school staff in Catania

<sup>45</sup> Meeting with school staff in Catania

<sup>46</sup> Meeting with schools on WP4 survey results

issues, some of them think they're not endowed enough (with time, money and skills) to effectively correct negative dimensions.

As a positive side, we can add that we spent some hours in the school and with the school staff before the meeting, so we could provide some informal insights on data, have informal talks, and ease a collaborative climate. Negative: due to time constraint (transport timetables) we could dedicate just 20 mins. to questions; according to some questions, we could consider as potentially negative also the high expectations school staff has on our results – that can be easily deluded, since they would love to be able to change vertical governance thanks to our results – an issue which is very hard (at minimum) to achieve.

Having more time for dialogue, and also to brain-storm on actions achievable at local level, since the audience quite often used just to blame other governance levels for the negative dimensions of their context. Some empowerment should be needed, so to say.

## **2) The importance of guidance and social skills among teachers**

Challenges in Italy for future training can be described as mainly Guidance and “Social” skills of teachers in dealing with disadvantage. The role of teacher as “social worker” in particular in disadvantaged context was discussed in both Ancona in the Meeting with schools on WP4 survey results and Meeting with school staff and policy makers in Bologna. It was stressed that there’s a need for rebalancing of “social” and “teaching” competences in the teaching staff competences because of the inadequacy of teacher training in this field and the need of a specific training to work in disadvantaged context in future teacher training. It was also acknowledged that there’s a need for a specific training to support transitions and guidance school/work. More teachers per class are needed, in particular in disadvantaged context.

In general, participants in the Meeting with school staff and policy makers in Bologna agreed with the GOETE findings, both on strengths and weaknesses of their case. As for training, comparing other countries, they stressed the need for a rebalancing of “social” and “teaching” competences in the teaching staff: they are aware they often work as “social workers” more than teachers, and they feel the inadequacy of their training in this field.

In the dissemination event with schools in Ancona<sup>47</sup>, it was acknowledged that in terms of training, guidance skills are often built “on the field”, without proper acknowledgement of underlying criticalities. This seems to be the case especially in the relationship with parents.

The Goete researchers gave a general presentation of data, with a special focus on “outliers”, i.e. to data, cases and groups far from average: we focused on immigrant pupils, pupils repeating a year, social class differences, and (to a minor extent) gender differences. Data were also presented in order to understand the difference between the case school(s) and the average data of Ancona schools. Teachers<sup>48</sup> reacted to the GOETE survey results, especially those concerning parents' questionnaire and governance-related questions, with a range of attitudes – from surprise and interest to skepticism (“whatever you find as a problem, it's something we cannot cope” - because of resources, skills, and the like). Set of questions on after-school activities and self-reported behaviors usually stirred up the discussion among teachers themselves. Those are fields they have hints on, but they had no clear idea. What happens outside the school walls is a bit of a black box for teachers. In this respect, the implication for training are somehow ambiguous, since not all teachers agree that “social” dimensions are teachers' task, and other think that structural conditions of disadvantage are such that anyway the school alone (even a very performative, effective and well-trained staff) would not be enough.

When we illustrated findings concerning class, gender and ethnic gaps in access, coping and success chances, usually convenors agreed, since problems affecting those groups are quite well known - even though not so structurally confronted by educational institutions. Different perspective raised as far as “blaming” the parents was concerned. Some imputed responsibility for children problems to parents, other mentioned much more structural conditions of disadvantage. Social skills to be able to involve parents actively seem quite missing.

In the meeting with school staff in Catania participants underlined the inadequacy of in-work training and support for new teachers, that in such a disadvantaged context may also be a cause of high turnover.

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<sup>47</sup> Meeting with schools on WP4 survey results

<sup>48</sup> Meeting with schools on WP4, WP5 and WP6 results

In general the interest in the meeting with several schools in Ancona<sup>49</sup> skyrocketed for two-three issues we discussed at the end of the presentation, i.e: different views on similar issues according to pupils and according to parents (e.g. on after school activities and on future school choices); self-reported at-risk behaviors and some were also interested in immigration-related issues.

As a negative dimension, possibly the fact that participation was not exactly voluntary. We defined a privileged relationship with principals or vice-principals, thus teachers involved in the meetings sometimes were not fully aware of what they were going to listen at. This could have limited proactive participation. Among the positive dimensions, we can include the contribution we gave to internal discussions: somehow, convenors expected that we told them things they already knew – but actually this wasn't the case. Since schools have to implement quality assessment procedures, one of them<sup>50</sup> added results of relevant questions and comparisons to their quality assessment procedure so this was included in the school yearly self-evaluation report.

School self-evaluation, which is more and more a national and a local concern in Italian schools, to assess their strong and weak points, can be benefited by the discussion started after our presentation. At least in one school this has been taken up by the policy makers as part of self-evaluation procedures.

Issues were not considered highly “political”, but mainly among those they can work out in their daily practice. However, two concerns were raised: available resources, due to budget cuts – that can make hard to cope with some problems (e.g.: caring the disadvantaged; changing pedagogical approaches with the use of new tools); in one case, also national immigration law was blamed because it keeps children with an immigrant background in a denizenship condition.

Principals and teachers usually agreed on the identification of problems and on the solutions to be taken.

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<sup>49</sup> Meeting with schools on WP4 survey results

<sup>50</sup> Meeting with schools on WP4 survey results

### **3) Networking among school, family and community and cooperation within and between educational institutions**

In the meeting with school staff in Catania Networking among school, family and community and cooperation within and between educational institutions was discussed in different ways; the role of the parents, “social function” of the teachers given the institutional vacuum of other relevant professionals, the limited perception of power and autonomy Italian principals have in comparative terms, and on the different priorities of educational systems on equality.

In particular, the focus has been on the importance of the following: having sincere dialogues with students; following students who are considered as ‘at risk’ from primary onwards; using ICT technologies while teaching, as it helps to get their attention; creating more opportunities for learning by doing and cooperative learning; using a variety of teaching and learning materials in addition to textbooks as some students cannot even afford to buy the books; trying to motivate and encourage students by appreciating their study efforts and sometimes giving slightly higher grades to instil a feeling of accomplishment; Catania tutoring project.

Also in the Meeting with school staff and policy makers in Bologna the importance to make networking among school, family and community was discussed. Policy makers reacted with good involvement in particular during round-table discussion. Policy makers were in particular interested in: teacher training and the importance to do networking among school, family and community; which kind of education students receive during the upper secondary school? More continuity among paths (between lower secondary to upper secondary school); to which current local policy processes can GOETE findings contribute. The participants were interested in our interpretation. The interest was also grounded in the need to have a comparative dimension to own efforts, to understand if other cases use similar practices and/or undergo similar problems.

During the round table discussion in the Meeting with school staff and policy makers in Bologna the principal of the case study school told us that in his school they tried to rebalance social/care with teaching competences but it is very difficult because they work in a disadvantaged context; they also tried to graduate the impact with outside school context through a “care training agreement” (e.g. to permit to the student to attend, for one day a course of upper secondary school).

The Goete researchers also stressed that peer mentoring is strongly missing in the Italian context, but some pointed out that local experiments on this weren't successful, due to the significant social class and cultural divide among pupils.<sup>51</sup>

## **II Recommendations for training and practice and prerequisites for change**

Participants<sup>52</sup> mainly raised the need for much stronger support from other institutions, at any level (city, region, state) also through results of the GOETE project.

Recommendations in general comprehend the idea of the need to rethink the balance between social and teaching skills. Furthermore, the need for much stronger support from other institutions, at any level (city, region, state); for this reason they have an high expectation on our results of the GOETE project. Important features are networking among school, family and community; the importance to learn technologies skills and to educate students toward an active and critical usage of technologies instead of letting pupils grow as passive users and to combine the data from this research to daily practice.

Also the need of reforming the whole education system emerged: the system was told not to grant continuity within itself, but was seen as a sort of 'obstacle course'. Besides, it is important to reflect on the fact that lower secondary schools and upper secondary schools are so distant and different. If students, like the disadvantaged of our case studies, grow up only in their local quarter, then when they move to upper secondary school which is located elsewhere, they feel completely lost. Therefore it is necessary, during lower secondary school, not to limit student's experiences only to the local contest, but to bring them also in other parts of the city. Is the only space around the school the one to consider as the territory to which open the school? Or broader boundaries should be drawn?

Participants feel that policy making arenas are very far from their daily works and needs and the lower secondary school acts more as an assistance than as an education institution. Rightly or wrongly, whatever the actual mission is, neither the school its curricular organisation nor the teacher training are probably fit to cope with present problems of this school level.

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<sup>51</sup> Meeting with school staff in Catania

<sup>52</sup> Meeting with school staff and policy makers in Bologna

During the presentations, they underlined the inadequacy of in-work training and support that in such a disadvantaged context and the importance to make networking with other reality to come out from their isolation and situation of “stigmatisation”.

We stressed that individualised teaching is very important to respond well to the students’ needs, but principal pointed out that individualised teaching methods in order to provide all pupils with equal opportunities are difficult to reach. This goal could only be reached by increasing the number of teachers per school; in addition, he told us that, in his context, it is important to raise the level of teaching to come out from the situation of stigmatisation and to permit students to have less problems during the first year of upper secondary school.

In general the idea of the need to rethink the balance between social and teaching skills (with further training on the first side) was agreed; though some preferred that more professionals with specific skills were involved in schools, and the principals underlined that local experimental practices with a too strong leaning toward social dimensions were under discussion to refocus more on the educational mission of schools.

In the end, this is not contradictory with our results (we just pointed out that there's an unresolved tension between social and teaching tasks of schools: we didn't provide answers on that), but shows that a clear idea on the balance is far to be achieved.

Participants stressed the need for a new attention by the State on “mass” teacher retraining and refreshment, while they saw a great withdrawal and retrenchment from this field, with negative outcomes especially on the treatment of most disadvantaged cases. They think that local actions are not enough, and that a strong turn into national policy agenda on education is needed.

Some results were considered useful for the daily practice in the Meeting with schools on WP4 survey results, especially as far as guidance is concerned: data on parents-children dialogue and expectations – which were quite variable school by school – were considered of interest to fine tune relations with parents and pupils during transition periods. In terms of training, guidance skills are often built “on the field”, without proper acknowledgement of underlying criticalities – especially in the relationship with parents.

Practitioners did not reject GOETE findings, but some were somehow sceptical on their ability to work out negative issues. Even though they think they were not policy issues, but

practice issues, some of them think they're not endowed enough (with time, money and skills) to effectively correct negative dimensions.

Potential changes were mentioned in the accounting of pupils-parents relations; for other issues, needed prerequisites mentioned were mainly money and time (most teachers feel overwhelmed by daily tasks).

During the presentations<sup>53</sup>, practitioners underlined the inadequacy of in-work training and support for new teachers, that in such a disadvantaged context may also be a cause of high turnover.

We tried to stress good practices in their case, and useful practices available in other local case studies, also abroad. We stressed that peer mentoring is strongly missing in the Italian context, but some pointed out that local experiments on this weren't successful, due to the significant social class and cultural divide among pupils.

## The Netherlands

### I Themes discussed in the dissemination sessions

The Dutch team discussed three important challenges regarding future training based on GOETE results; 1) *Early selection*, 2) *Preparation of teachers to deal with multi-problem schools* and 3) *Individual career coaching*.

Expert colloquium at “Kenniscentrum Onderwijs en Opvoeding” Hogeschool Amsterdam with 16 experts; teacher trainers, education lecturers and lectors, Expert meeting with 8 parents in Wormerveer, nearby Amsterdam and Expert colloquium at the University of Amsterdam with 20 participants.

In the Expert colloquium at “Kenniscentrum Onderwijs en Opvoeding” Hogeschool Amsterdam main results from WP3 were discussed. In the Expert meeting with parents

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<sup>53</sup> Meeting with school staff in Catania

mainly results from the local case study (WP6) were discussed. In the Expert colloquium at the University of Amsterdam results from the local case studies were discussed.

### *1) Early selection*<sup>54</sup>

When looking at the Dutch educational system in European comparison, a main feature is the early tracking of pupils at the end of their primary school. Dutch children enter school with 4 year and school is obligatory from 5 to 18 years. Within this long stretch of formal education there are poignant transitions associated with selection. The first and least severe is the entrance into primary school. Practically all children enter pre-school education when they are 4 years old. Their first obliged school years (5-7 years) they are taught in combined class rooms with a good mix of learning basic skills and play time. Already in their primary school time a first pre-selection takes place on account of a test which influences their last two school years in that they are (pre-) labeled as “academics” or “vocationals”. The final (national) test (CITO) takes place at the end of primary school, at the age of 11/12 years. Its results determine further tracking into either vocational or general education. Vocational schools have 4 levels, the highest allows for transition into further general education.

Although it is claimed by educational politicians that the system is permeable, that is only to a limited degree the case. Apart from the possibility to transfer from the highest vocational level to further general education, most students assigned to lower vocational education (VMBO) will continue, after three years, to secondary vocational education (MBO). Having completed MBO successfully they are allowed to enter higher professional education (HBO) and with additional courses the university. About 40-50% of all students are enrolled in general education, the other half in vocational education after primary school.

Educational practitioners, teacher trainers, parents and most scientific educationalists agree on the negative effects of early selection. Main argument is that the age of 12 is much too early to decide on test results about the intellectual potential of children. Despite that broad agreement, corroborated by international evidence it does not look like change in the direction of a comprehensive school with delay of selection. The present educational system is simply too firmly rooted and implies too much invested interests of too many functionaries to make a fundamental change likely. Even the head of the board of secondary education,

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<sup>54</sup> See also Expert Colloquium of University of Amsterdam 9 June 2012.

besides the minister the highest functionary for that sector, would, in an interview (WP3) admit the disadvantages of the present system and tell at the same time that changes in the direction of a comprehensive system are politically impossible to enforce, regardless of the party color of the government in charge.

## 2) *The need for individual career coaching*

In vocational schools one of the main tasks of teachers is to prepare the students for making responsible choices for their further vocational education and profession. Besides the transition from primary to secondary education, the transition from lower vocational to secondary vocational (MBO) schools is of the greatest importance. Vocational students must be coached competently by their teachers and special career advisors in their choices for a professional sector which fits their wishes and abilities. VMBO schools put a lot of energy in that task, organizing short in-service periods in various professional fields, telling students how to gather information about their preferred sector and, most important, reflect seriously about their choices: are their choices realistic? Is the student adequately equipped for them? Has he or she a plan B in case plan A does not work out as expected and hoped for?

GOETE interviews with teachers, students and parents showed that the transition process from VMBO to MBO poses many difficulties and frustrations for all parties involved: mentors and other career coaches are worried about indecisive students or unrealistic professional wishes<sup>55</sup>; parents are worried if they get the idea that the school may withhold their children from realizing higher educational and professional aims, especially migrant parents may think so<sup>56</sup>. Also the parent interviews showed that most parents – and certainly migrant parents – do not have complete knowledge of the whole structure of the Dutch educational system: which route leads to what degree, which track closes further routes, etc. As to the students: when looking back<sup>57</sup> at their career choices, many feel that they needed more *individual* coaching, tailored to their specific needs, instead of being fed with general information and often missing practical experience in their chosen field.

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<sup>55</sup> See Cuconatio/Walther 2013, Chapter 8.

<sup>56</sup> See Expert meeting with parents at Wormerveer/Amsterdam 24 November 2012.

<sup>57</sup> See Cuconatio/Walther 2013, Chapter 6.

Teacher trainers hold the opinion that coaching does not belong to the curriculum of teacher education; that is what the students must – and will, they argue – learn in practice. Students do learn individualized teaching didactics, but that is not the same as individualized coaching. Apart from that, even if the schools are aware of the problem, they would not have the means qua time and professionals to set up more tailored transition support.

Dutch vocational schools work with multi-professional teams which help (also) with transition problems. Usually the teaching staff is content with these teams, but there is also concern about a division of tasks too far exerted which endangers the wholeness of the pedagogical process.<sup>58</sup> And that is what the students might feel as well when they tell of transition and other problems. For them a trustworthy person – teacher or social worker – is most important.

### ***3) Preparation of teachers to deal with multi-problem schools***

Like most contemporary western European societies, the Netherlands have to deal with immigrant groups from a broad variety of non-western countries, Turkish, Moroccan and Surinam people being the biggest categories. Schools are the main social organization to shape the conditions for integrating descendents of immigrants into Dutch society. When GOETE researchers asked to define “disadvantaged students”, teachers and other pedagogical experts would put language deficiencies of migrant students highest on the list.

Vocational schools have more to do with migrant students and language deficiencies than secondary general schools and an often voiced critique on the selecting function of the CITO test (see above) is that the results are biased on account of language, not intelligence. The influx of different groups of immigrants from the end-sixties of the last century onwards affected also the cities, and within them certain neighborhoods which were and are disproportionally populated with people from first to third generation immigrants.<sup>59</sup> Eventually that led to “black” and “white” schools especially in big city neighborhoods and to many consequent problems.

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<sup>58</sup> See M. du Bois-Reymond et al., 2012, chapters on relevance and governance.

<sup>59</sup> See M. Crul, J. Schneider and F. Lelie (eds.) (2012): *The European Second Generation Compared*. Amsterdam

When discussing these issues with teacher trainers and analyzing documents (WP3), it showed that the curriculum of the training institutes were mostly not aware of the complex situation teacher students will face later on in such schools. They would have to be prepared to become knowledgeable teachers in (vocational) schools located in so called problem quarters. There is, in teacher training, little attention for out-of-school problems of students and their parents and little notion of the specific position of vocational schools in problem quarters, especially concerning transition problems. It is during their in-service periods that teacher students learn about such problems, depending on the location of the in-service school though. If they serve in “white” quarters and “white” schools, they might never be confronted during their training with the multifarious challenges of “black” vocational schools. Also teacher trainers bring forward that in-service schools must be ready to work with the training institute and have the means and experience to train the students in practice.

Most teacher trainers are aware of these problems. They react essentially with two arguments: either they say that it is not primarily their task to prepare students for problems which are not strictly subject-bound and belong to the formal curriculum – that is the task of the school and the young teachers will learn all about it within school context. Or, on the contrary, they do voice their concern about a training curriculum void of courses which bring the hard facts of contemporary (vocational) schools and their pupils closer to the students. But teacher training institutes suffer, as schools do, from severe budget cuts, a study period (4 years) is regard too short to have time for extra-curricular issues, among them the cooperation with other than teacher professionals and out-of-school learning and, most important, systematic feedback between in-service experiences of the students and the teacher training curriculum is lacking, again because of insufficient means, time and personnel.<sup>60</sup>

## **II Recommendations for training and practice**

1) GOETE results have demonstrated lack of general and theoretical awareness of the implications of knowledge society for biographical and lifelong learning. Such knowledge should become an *integral part of teacher training*, as especially saliently was pronounced in

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<sup>60</sup> See also Expert Colloquium at “Kenniscentrum Onderwijs en Opvoeding” Hogeschool Amsterdam 15 November 2012.

the expert colloquium but was confirmed by implication as well in the Expert meeting with parents.

2) Teacher training must much better *integrate subject knowledge and in-service experiences* to make students conscious of the multifarious problems they will meet at (vocational) schools. Also there should be for every student obligatory in-service periods of so called problem schools.

3) Teacher training institutes should be obliged to include in their curriculum strategies to *bridge the cleavage between parents and school* with special (but not exclusive) attention to migrant parents. They must not delegate that problem for the teacher student to meet only in school. On the side of the school: it should do everything to enable teachers to get better acquainted with the home situation of the pupils in order to be better able to delineate learning problems to home situation and street socialization; delegating such problem to specialized (outside school) professionals (social workers) is only part of the solution.

4) Teaching students should *learn more about transition problems* of vocational students and how to support students in their professional choices.

5) Teacher students should learn more about *multicultural classroom teaching* and working with *multifunctional teams*.

6) School principals must see to it that multifunctional teams work smoothly together and *avoid hierarchy-forming* as well as *dysfunctional bureaucratization*. This is obviously not a task for schools alone but has to be taken up by all policy makers on all educational and political levels and within teacher training.

7) Teacher training staff should work closely together with universities in order to get into a fruitful dialogue with scientific research.<sup>61</sup>

### **III Prerequisites for change**

When interrogating principals (WP5), teachers (WP3 and WP6) and teacher trainers (WP3), they all agreed on the disadvantages of recent educational reforms. Their critique can be

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<sup>61</sup> In the Netherlands such cooperation has started, for example between the Hogeschool of Amsterdam and the University of Amsterdam.

summarized as follows: too many reforms, too hastily introduced reforms, no solid evaluation of the effects of reforms, too big classes and too few personnel. The majority holds the opinion that no reforms would be better than wrongly administered reforms.

From our experiences with the different parties involved in education we suggest to make a clear difference between *long-term and short-term reforms*.

*Long-term reforms* would have to abolish early selection and work on a smooth transition from primary to secondary education, preferably within a comprehensive school. It would also have to imply an integrated educational and city-housing policy in order to prevent (further) segregation into “black” and “white” schools.

The readiness to work on such reforms depends on the insight of politicians and the public at large when comparing the Dutch with other European education systems. International evaluations (PISA and others) show an overall superiority of comprehensive systems. But comprehensive schools do not per se prevent segregation of migrant groups in cities and neighborhoods. New forms of integrated governance structures would have to be developed.

There is, as we have pointed out, a host of *short-term reforms* going on. Here there should be a much better fit be reached between the politician and school levels; educational politicians should work closer together with (listen more attentively to) “the ground floor”; principals and teachers in the first place. That seems possible by devising communication channels which transport the claims of schools more directly and effectively to the levels of political decision makers; again a question of new governance forms.<sup>62</sup> It should also be made possible for teacher trainers, their students and school people to *regularly* exchange experiences and strategies with other European countries in order to learn from each others’ experiences.

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<sup>62</sup> See M. Parreira do Amaral et al. 2012: Governance of educational trajectories in Europe.

## Poland

### I Themes discussed in the dissemination session

The Polish team discussed a few significant problems in the context of the GOETE project. We addressed the issues of: 1) Access to specialists dealing with the students' problems; 2) Preparation of teachers to work with students who have special educational needs; 3) The practical usage of the information obtained in the GOETE survey.

The first and third issue was addressed at the meetings in Gdańsk and Lublin. The participants of the meeting in Gdansk, attended by 38 people, comprised the representatives of the authorities shaping educational policy as well as persons representing schools carrying out this policy. Among the participants were both local policy makers and the representatives of the school personnel: the President of Gdansk, the Director of the Gdansk City Office Education Department, the staff of the Gdansk City Office, school principals and the town councillors. Whereas in Lublin among the 19 participants were members of the staff of the City Office Education Department, school principals and the staff of the psychological-pedagogic centres.

The meeting with the students of the Faculty of Education of the University of Warsaw had a slightly different character. The main difference comprised the meeting participants. Among the participants were female students of the full-time studies at the Faculty of Education of the University of Warsaw. The meeting was attended by young people who were not familiar with a practical aspect of working with a student, as they were still in the process of preparation for their future work.

#### 1) Access to specialists dealing with the students' problems

The main aspect that was observed during the implementation of the GOETE survey is the difference in access to the specialists dealing with the students' problems<sup>63</sup>. In Polish schools, only a school pedagogue is very close to a student, also in a purely territorial sense. Other

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<sup>63</sup> The problem emerged at the meeting in Lublin.

specialists, such as psychologists, speech therapist, and vocational councillor are situated in psychological-pedagogic centres. Such centres serve several schools, thus the possibility to contact a specialist is lower than in case they were located at school such as it takes place in other countries participating in the project. A student's contact with a specialist may be more difficult. On the other hand, the Polish solution has also its supporters. The results of the specialists' placement outside school may be the fact that students are less reluctant to talk about their problems, as they are not afraid of any personal information "leakage" to school. Such solution may lead to a higher comfort of work with a student (pupil).

Another solution applied in Poland is the fact that in case of decisions made in the process of transition after lower secondary school, the most important is the parents' opinion. The role of teachers and specialists is only advisory. A student cannot make a decision independently or with a support of sympathetic people. The parents' decision is obligatory until a student's formal coming of age, i.e. 18<sup>th</sup> birthday. In case of a normal, well-functioning family, such solution does not pose any problems. However, it becomes problematic if a child grows in a pathological family and is a pupil with socio-cultural deficits, manifesting with learning difficulties. In such case, a parent is entitled, e.g., to send a child to a special school, therefore depriving him or her of any chances for improving the child's life situation and further education.

Polish teachers do not receive sufficient support in their work with difficult students or students with deficits. The teachers' education programmes do not include courses that would provide teachers with adequate knowledge. Teachers base the actions they attempt on their intuition and knowledge that they have achieved themselves usually after encountering a particular problem in practice.

## **2) Preparation of teachers to work with students who have special educational needs.**

The presentation was not aimed at the problem of the teachers' preparation to work with students who have special educational needs. It was focused on the comparison of the situation in Warsaw, Gdańsk and Lublin. There was also presented the situation of Poland in the background of the situation in other countries participating in the survey. The focus was on the presentation of the students' situation from the school principals' perspective. During

the presentation, it was attempted to draw attention to the problems connected with education of the students with special educational needs.

The introduced change in a definition of students with special educational needs was affected by the analysis on functioning of the diagnosis and support system in school, which was assessed as insufficient. A primary definition of students with special educational needs (SEN) limited the number of students requiring support to a narrow group; it did not allow to provide support to those students whose problems were not caused by their predispositions or learning abilities but also by the conditions of their lives. Moreover, the appearance of the hitherto marginal or non-existent phenomena such as the problem of Euro-orphans (parents staying abroad while children are left often without any care at home), or prolonged stays abroad (parents with children), etc., justified enlarging the catalogue of problems. The argument supporting the idea of including also the students with unique or outstanding abilities into the group of students with special educational needs was the opinion that Polish school is “for average students”, while students with outstanding abilities or talents are not supported in any way.

Changing a definition of students with special educational needs also enlarged the catalogue of forms of aid or support that should be available in school and in education system (in Poland, some tasks within the scope of diagnosing special educational needs and providing support are carried out by psychological–pedagogic centres, which are situated outside school, often too far from school, which hinders the access of students who need support). New or revised forms of support are to be available at the closest possibly distance from the student, therefore in school. This causes new responsibilities for the school’s teaching staff. In addition, the introduced change in the attempted actions is to be the first step of reforms embracing psychological-pedagogic centres and the entire diagnostic system as well as the students’ support system.

The female students participating in the presentation pointed out inadequate preparation of teachers to work with pupils with special educational needs, which is purely theoretical. They admitted to not having adequate knowledge in the field of work with students with special educational needs or any deficits. They referred to the example of traineeships carried out during the course of their studies and stated that they did not heard about anyone who “had a close encounter” with such difficult reality. The students indicated the fact that they were not aware of the educational and social problems they were to face in the future when working

with children. They appreciated information obtained from the surveys such as the GOETE project. However, they also claimed that dissemination of the survey results is very limited. The female students participation in the presentation admitted that currently they were not even able to assess the degree of the survey usefulness for them.

The discussion also showed that general comprehension of students with special educational needs does not include particularly gifted students despite the extended definition.

### **3) The practical usage of the information obtained in the GOETE survey**

The results of the carried out empirical surveys are most often presented in a form of a report, which is only available to a very small group of users<sup>64</sup>. Teachers and other school personnel do not have access to the results of such surveys. It is not possible for people shaping local educational policy to get to know the conclusion of the surveys. The surveys are usually carried out only once. Most surveys are not repeated after a few years, therefore it cannot be determined if the examined problems have changed or what has been the direction of the changes (whether the situation has improved or worsened). The results of empirical surveys and conclusions drawn from the surveys are not used as the starting point in reforms planning. They are also not used in the process of adjustment of the school programmes to specific needs of students. The surveys are conducted rarely and on a small scale. Another disadvantage of the carried out surveys is the fact that they take into account only one point of view. The most valuable are the surveys that provide opportunity to know opinions of various participants of the education system: students (pupils), parents, teachers, as well as school principals and people who are not direct participants of the teaching process but who deal with students' problems, such as pedagogues or psychologists.

## **II Recommendations for training and practice**

1. The decision-makers shaping and managing education system should much more often make use of the results of surveys assessing the situation of students and education in such a comprehensive way as the GOETE project.
2. The results of surveys on the situation of students and teachers, as well as school problems should be accessible to teachers and pedagogues instead of being only discussed in the world of science.

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<sup>64</sup> The problem discussed during the meeting in Gdańsk, was not addressed in Lublin.

3. Surveys carried out in schools and concerning the situation of students should be “close” to real problems.
4. School pedagogues and psychologists should be given the opportunity to exchange their practical experiences, which would allow them to enlarge the knowledge concerning students and changing reality of school life.
5. The changes should be introduced to the programmes of the studies preparing the future teachers for work. Potential teachers should learn more about types of the students’ dysfunctions and the coping strategies, as well as about the ways of dealing with such students in a class.
6. Tertiary students preparing for the teacher’s occupation should learn more about the problem of transition from lower secondary school to secondary one, about possible choices. The future teachers should be prepared to support pupils in search for their life course.

### **III Prerequisites for change**

The discussion participants in all meetings differed significantly in respect to both: the questions asked and arguments. The reception of the survey results also varied significantly. In short, the differences may be recapitulated as follows:

- After the presentation addressed to persons shaping local educational policy and school principals, the comprehensive character of the information coming from the survey<sup>65</sup> was appreciated. There emerged some ideas regarding the use of that knowledge after the completion of the research project and publication of the results.
- In the place where the presentation was aimed at school principals, teachers and pedagogues, there was expected presentation of the solutions ready to adopt into the practice of work with a student. It was expected that such solutions would certainly improve the situation; however, it was not precisely defined which situations were supposed to be improved.
- The presentation for the university students who had not had previously any experience with teaching practice, the presentation had a cognitive character. Students did not expect any

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<sup>65</sup> Presentation in Gdańsk

practical changes in the current situation, as they did not know it; the discussion resulted in drawing many conclusions regarding teacher's education programmes.

All presentations were well embedded in the nation-wide discussion regarding reforms in education, the need for such reforms and their effectiveness. The conclusions should be drawn from the other countries' experiences instead of implementing the solutions that had been already abandoned by other countries due to their long-standing experience.

## **Slovenia**

### **I Themes discussed in the dissemination sessions**

In Slovenia two Public Seminars for primary and secondary school teachers events were arranged where issues regarding future training were discussed; Slovenia Public seminar for primary and secondary school teachers in Ljubljana and Slovenia Public Seminar for primary and secondary school teachers in Maribor. The aim of the seminars was to present to the teachers the topical contents and researches from the humanistic field. The subject of both of the seminars was "Changes in Life Courses and Transitions into Adulthood in Late Modernity", however the discussions were different.

The Slovenian team also arranged an Expert conference of Slovenian primary schools principals on "Communicating in School". The participants in this conference were principals of primary schools who applied for the session. The expert conference was organized by the National school for leadership in education at the Education Directorate of the Education Ministry.

In Public seminar for primary and secondary school teachers in Ljubljana and Public Seminar for primary and secondary school teachers in Maribor the results of Slovenian sample of the quantitative (WP4) and qualitative survey (WP6) were presented and discussed. In the Expert conference of Slovenian primary schools principals mainly results from WP6 and WP7 were discussed.

#### **1) Changes in Life Courses and Transitions into Adulthood in Late Modernity, Public seminar for primary and secondary school teachers in Ljubljana**

Main theoretical findings about growing-up changes, life and value orientation of young people were introduced in the Public seminar for primary and secondary school teachers in Ljubljana. Our thesis was that the life position of today's youth marks a peculiar division between a growing scope of freedom and autonomy of the young to decide about their life courses, and a growing obscurity and risks while planning a life. The individualization of life multiplies the number and scale of risky life choices and life courses for all the young people. Those who lack an adequate economic and social support from their families, are unemployed or are threatened by long term unemployment face the highest risks. In the education system and in schools children must soon become responsible for their course in education and also for obtaining various certificates and titles. At the same time gaining central social positions, continuative and lasting employments, starting a family and becoming parents is moving on to later years of life.

We presented the main characteristics of young people's attitudes towards the school and education, towards themselves and their peers, towards their family and plans for the future. We compared the data from three different regions (average, disadvantaged, affluent). We discovered that contradictions and problems which the young have to face today enlarge their social and psychological vulnerability. The point of social vulnerability is the escalation of problems and accumulation of unsolved issues, which originate in one another: academic failure, poor education, poor employment options, material, social, emotional, health problems. The structural characteristics of social vulnerability, for example a poor starting point, usually intertwine with cultural and interactional aspects, for example less emotional and social support in narrow and broad environment.

The teachers listened to the lecture and the results of the research with interest, but in the discussion it came out that they have very strong stereotyped view on the young. They were surprised by the thesis on the social construction of youth and the young, about the vulnerability of the young when it comes to social changes. During the discussion they started to reflect on their view of young people and critically evaluate their stereotypes. They voiced the critique of teacher education, which is lacking in social-psychological knowledge.

The positive result of the lecture was the self-awareness of the teachers about their stereotypical view on the young, and findings about the lacking knowledge about life courses, transitions. They were interested in publishing of the GOETE research findings. The negative

aspects were, at least at first, a sort of a pedagogical stance and the restraint of the teachers, and passing the blame on the over-protective parents.

The discussion in the event Public seminar for primary and secondary school teachers in Ljubljana mainly focused on the question of which are the most vulnerable groups of young people? In the discussion they eliminated those with poor education qualifications (even if they have completed primary school), the young who do not have the financial or emotional support of their family and those who choose an alternative way.

The second problem that they focused on is discrimination against children in schools. Teachers do not perceive any structural discrimination in the way education system works and with regards to the access to education in Slovenia. The opinion of teachers is that we have a well-developed school network, with a good program of disadvantaged children integration.

They seem to perceive all students as equal; all that matters is "hard work" and abilities; they emphasize familial factors, such as parents' preparedness to participate with the school regarding their (school defined) objectives.

More teachers stressed the big influence of family and parents on students' transition and are quite critical of this fact. In their opinion this jeopardizes the authority of teachers as well as causes passiveness of students.

Some teachers told during the discussion that their autonomy is partially taken away by the parents who are frequently interfering with the school addressing criticism and requirements to the school. In their opinion this pressure comes from the parents/students "rights and duties" adopted on the governmental level and consequently implemented in schools.

Teachers in discussion pointed out the imperfection of teachers' education to face the changed characteristics of growing up. They feel a lack of knowledge in psychology and social pedagogic and professional knowledge to work with children with special needs.

The positive result of the discussion was the self-awareness of the teachers about their stereotypical view on the young, and findings about the lacking knowledge about life courses, transitions. They were interested in publishing of the GOETE research findings.

Teachers assessed the course of the lecture and the discussion very positively. They were also interested in the publishing of the GOETE research results. In the teachers' opinion the policy

makers should be familiar with the GOETE research findings; there should be more communication between the researchers, the policy makers and the practitioners in Slovenia.

## **2) Changes in Life Courses and Transitions into Adulthood in Late Modernity, Public seminar for primary and secondary school teachers in Maribor**

The seminar had a similar content and organization to the seminar in Ljubljana on 26<sup>th</sup> September 2011. The purpose of the education seminar was to present topical contents and researches from the humanistic field to the teachers. The subject of our lecture was similar to the one in Ljubljana: "*Changes in Life Courses and Transitions into Adulthood in Late Modernity*". The discussion, however, was different.

Also at this seminar we have presented the basic theoretical findings about the changes of growing up, life and value orientation of the young. Our thesis was that the life position of today's youth marks a peculiar division between a growing scope of freedom and autonomy of the young to decide about their life courses, and a growing obscurity and risks while planning a life. The individualization of life multiplies the number and scale of risky life choices and life courses for all the young people. The risks grow with those who lack an adequate economic and social support from their families, are unemployed or are threatened by long term unemployment. In the education system and in schools children must soon become responsible for their course in education and also for obtaining various certificates and titles. At the same time gaining central social positions, continuative and lasting employment, starting a family and becoming parents is moving on to later years of life.

We presented the main characteristics of young people's attitudes towards school and education, towards themselves and their peers, towards their family and planning of their future. We compared the data from three different regions (average, disadvantaged, affluent) and highlighted the data from East Slovenia region (Pomurje region). We discovered that contradictions and problems which the young have to face today enlarge their social and psychological vulnerability. The point of social vulnerability is the escalation of problems and accumulation of unsolved issues, which originate in one another: academic failure, poor education, poor employment options, material, social, emotional, health problems. The structural characteristics of social vulnerability, for example a bad starting point, usually intertwine with cultural and interactional aspects, for example less emotional and social support in narrow and broad environment. Especially in the Eastern part of Slovenia, the situation of young people is worsening because of the increasing unemployment, increasing

level of poverty and social issues, rural environment and problems originating from the critical social circumstances.

A discussion started very quickly, and it mainly revolved around the change and value orientation of young people. In the discussion we came to the conclusion that the value space of young people is changing, namely: Instead of great values which were based on strong ideologies (politics, religion, national attachment), the young share values that are closer to an individual and their personal experience (material and social security, friendship and relationships, health and healthy environment, the quality of everyday life, self-realization). We talked about gradual distancing of young people from the former dominant set of values: work-employment-career-income, to a more personal set of values: interpersonal relationships-personal growth-creativity, education-quality everyday life. It is not true that the "work" is losing its value, but the concept of work has changed: it no longer contains only the traditional employment and work time-space, but an individual's aspiration to higher creativity and productivity.

We came to the conclusion that there is a movement of the central value orientation from "material-career" to "post-material-personal" values among modern youth, which also indicates a move in the very character of values. While classical industrial values were mainly a set of clear norms, behavioural rules, life goals, we are now facing a quite fluid and changeable structure of value-personal orientations which are hard to identify conceptually and empirically.

We found that the attitude towards the privacy has changed. The majority of young people react to the hyper-complex life situation with a strong orientation towards themselves, an implosion into privacy and the policy of reducing the risks in life choices. The effects are open in both directions; in the direction of greater freedom and autonomy, and in the direction of contextual voids and anomie.

Again we learned that the modern youth has taken the freedom of the previous decades, but not their idealism. Still, the young are interested in certain subjects, such as: social justice, environmental subjects, problems of marginalized groups; they are also more tolerant. The young often react with a mixture of outward oriented pessimism and personal optimism, which is the paradox of this generation.

In the discussion we came to a conclusion that the young are extremely sensitive to the fundamental moral life questions. They show a great tendency to personal integrity, to find the meaning of life in self-development. We discovered that those are processes which can be compared to the discovery of an individual in the Renaissance era.

It was interesting to compare the discussion in Maribor to the one in Ljubljana, which we have presented in one of the previous reports (Ljubljana, 26th September 2011). We had a similar structure of teachers. The difference was in region. The teachers from East Slovenian region were more optimistic, regardless of the fact that in this region is in a considerably worse economic and social situation, has a higher unemployment rate, it is harder for the young to get a job and a career. More open to new findings.

The teachers were highly motivated and open for new research and theoretical findings. They were especially interested in the results of and views on new trends of life course, on new life and value orientation. They wanted more explanation about social development, they literally absorbed new findings. The negative aspect was that they were somehow avoiding the discussion about problems, about dilemmas, they wanted positive messages, encouragement for the future. The teachers were thrilled with the lecture and the discussion, and wished for future meetings.

A discussion mainly revolved around the moral dilemmas of young people and change of value orientations of young people. The first teacher in the discussion pointed out the problem of values among students. In her opinion the problem of school nowadays is the lack of great values and a turn towards consumerist mentality of children. Other teachers did not agree with that and talked about how the values are no longer based on strong ideologies (politics, religion, national attachment), the young share values that are closer to an individual and their personal experience (material and social security, friendship and relationships, health and healthy environment, the quality of everyday life, self-realization).

Teachers said that students are more self-confident, they are more aware of their rights in school, they do not take the authority of the school or the teachers unconditionally, and that their parents are their allies and their advocates. Some teachers pointed out the readiness of students to do voluntary work, solidarity. Still, the young are interested in certain subjects, such as: social justice, environmental subjects, problems of marginalized groups; they are also more tolerant.

One of the teachers warned that students have a very vague idea of the future, of choosing a profession, and are therefore not afraid of the future; they live in the present and mainly for the present. The others established that this is a reaction of young people to the hyper-complex life situation with a strong orientation towards themselves, an implosion into privacy and the policy of reducing the risks in life choices. The young often react with a mixture of outward oriented pessimism and personal optimism, which is the paradox of this generation.

The teachers expressed the need for more such seminars, the need to educate and get to know the new trends in research and theory. They were intrigued by the combination of qualitative and quantitative approaches in the GOETE research. They found it interesting that the research included all the actors in the education process. They felt like they have only been introduced with the research. They suggested we should repeat the meeting next year or continue with the lecture and the discussion on the same topic.

### **3) “Communicating in School”**

At the conference “Expert conference of Slovenian primary schools principals” the Slovenian team participated with a guest lecture on characteristics and changes of relationships between the actors in the school system. The Slovenian team originated from the data of the GOETE research, especially WP6 and WP7. First there was a presentation of a short introduction of the GOETE project, among others the focus and aims of the project, the approach, the work program and the current state of the project, information about methods and relation to current scientific discourses, acquired conclusions and anticipated effects on educational research, politics and practice. As main data sources the Slovenian team referred to the individual interviews with all the actors in and out of schools (principals, teachers, experts, parents, students). The Slovenian team presented the main dilemmas of the educational system, the differences in viewing Slovenian school system between different actors, communication noises and conflicts that arise among the actors, and ways of managing them.

The initial hypotheses of the lecture were the following:

- 1 The education system in Slovenia has developed very fast in the past 20 years and is characterized by efforts to preserve the ideological neutrality of schools, improve the quality of education, invest in training for teaching staff, modernize the curricula at all levels of

education, introduce external verification of learning performance, and legally regulate the care for children with special needs.

2 The negative consequences of these otherwise good measures were an increasing bureaucratization of the school system, excessive emphasis on the knowledge as the key achievement of education, and the side-lining of experience-based learning, which in this period became primarily the duty of families.

3 The survey showed the great importance and its' obviousness of the education today; all respondent groups seem to agree that education is very important. There are various reasons for that, among which the most important are: perceived importance and influence of education on life chances of individuals; lack of alternative options, which would enable reaching a satisfactory or propulsive positions in a society; child-centeredness of Slovenian families, where a family acts as a main support pillar of a child.

4 Perceived self-responsibility for school performance instead of understanding social, cultural and economic patterns and conditions of society. The great majority of students believe that they alone are responsible for their own lives, education, success, and career and believe that everything depends solely on them and hardly mention other factors that could influence their successfulness;

5 Individualism as a value is also present in the perceptions of parents as well as teachers and school experts. Teachers rarely see structural factors as the ones influencing individual student's life, but instead emphasise individual responsibility, individual characteristics and abilities as being crucial for "success in life" (being able to adjust, to be smart etc.). This puts the responsibility solely on individuals and does not question the broader social and economic contexts.

6 School professionals do not perceive any structural discrimination in the way education system works and with regards to the access to education. They seem to perceive all students as equal; all that matters is "hard work", abilities; they are also emphasizing familial factors, such as parent's readiness to collaborate with the school regarding their (school defined) objectives.

7 The topic of individual responsibility (of students, their families) and emphasizing internal motivation (and at the same time overlooking structural causes for inequalities in

success, transitions and prospects) is one of the strongest topics that emerge through interviews across all tree schools and all the reference groups.

8 The loss of security, once inseparably connected to institutional paths and transitions, means that the risk of mistaken strategies can appear even when a young person follows the tried and tested institutional paths, for example finishing their schooling, only to find out that their education and training do not suit actual labour market needs. The new feature is that they perceive these risks as individual crises rather than the effects of processes outside the reach of their influence; failure at school is regarded as a lack of effort or skills or as a lack of a firm family upbringing or values.

9 The political and economic changes in Slovenia in last two decades created new vulnerable groups also within students at all levels of education (such as those lacking strong familial support, those with lower socio-economic status, students with special needs, etc.).

The participants listened to the lecture with interest. There was also a kind of tension to be sensed. It seemed that they had a comment on every thesis, and yet there was silence when the discussion started, followed by a few particular remarks. The main comment of the principals was that they do not have enough autonomy in their work. They have noticed the dilemmas of Slovenian education systems that we mentioned in the lecture, but they complain that they have no autonomy regarding the educational curricula as this is strictly prescribed on the governmental level.

The positive aspect of the presentation was that it made the principals reflect on and evaluate the problems of the school systems and the actors of this system. The negative aspect was that they shifted the blame for these problems on the government policies and did not search for solutions inside their schools, or try to improve the management policies and strategies. The reason for that is that Slovenian school system is completely centralized and that all of the local schools entirely depend on the Slovenian Ministry of Education and Sport.

The principals evaluated the lecture as interesting and of high quality and their critique was not aimed at the lecture. On the contrary, in their opinion the lecture warned them about the problems of the school system, where they often feel powerless and without autonomy, dependent on the current policies.

The discussion showed that the GOETE results are topical for practitioners as well as policy makers.

In the discussion they first responded to the presentation of the Goete research. In their opinion the international comparisons blur the internal characteristics. They quoted examples of international researches of knowledge, e.g. PISA, and warned about the partialities that can occur. In their opinion the problem are the external knowledge surveys, which never take into account the contextual influences on the surveys.

One of the participant in the discussion warned that more important than international differences are the internal differences in access to education,, the execution of study process, taking into account individual differences among students. He complimented the qualitative research approaches in GOETE research. He thinks that such interpretational approaches are more interesting and meaningful.

The discussion then focused on the role of principals in schools. The principals reflect on and evaluated the problems of the school systems and the actors of this system.

One of the principals stressed that principals in Slovenia do not have enough autonomy in their work. More participants warned that principals feel powerless in front of systemic changes of education. They have noticed the dilemmas of Slovenian education systems that we mentioned in the lecture, but they complain that they have no autonomy regarding the educational curricula as this is strictly prescribed on the governmental level.

Others also agreed that there should especially be more discussions between different levels of practitioners and policy makers, more of bottom-up communication, more reflexion and acknowledging practical experience while planning educational policies in Slovenia, and also more autonomy of the school field and lesser dependency on the current politics.

## **II Recommendations for training and practice and prerequisites for change**

In the teachers'<sup>66</sup> opinion the policy makers should be familiar with the GOETE research findings; there should be more communication between the researchers, the policy makers and the practitioners in Slovenia.

Teachers and experts<sup>67</sup> had a lot of complaints about school reforms, which are too many and too often. They change the good and the bad things, and often with no insight in long-term

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<sup>66</sup> Public seminar for primary and secondary school teachers in Ljubljana

<sup>67</sup> Public seminar for primary and secondary school teachers in Ljubljana

consequences and no knowledge of agency of the school system in practice. Also, teachers are having difficulties in keeping track with all these changes, as they have to adapt their work all the time. Teachers also complain about a general loss of autonomy, increasing parents' interference in teaching and evaluation, parents' protectiveness and child-centeredness.

The *Public seminar for primary and secondary school teachers in Maribor* was a real education seminar, where teachers became listeners; there was no critical analytical situation, so it is hard to talk about policy implications. What was interesting was the positivity in an environment where one would expect critiques and complaints. That is also a political message. There were no policy experts at the lecture, and the teachers did not reflect the education situation, they avoided the politicization of education.

The teachers<sup>68</sup> expressed the need for more such seminars, the need to educate and get to know the new trends in research and theory. They were intrigued by the combination of qualitative and quantitative approaches in the GOETE research. They found it interesting that the research included all the actors in the education process. They felt like they have only been introduced with the research. They suggested we should repeat the meeting next year or continue with the lecture and the discussion on the same topic.

In general principals<sup>69</sup> feel powerless in front of systemic changes of education. Although they are trying to suggest solutions based on their practical and professional knowledge, they seem to be ignored by the policy makers. There should especially be more discussions between different levels of practitioners and policy makers, more of bottom-up communication, more reflexion and acknowledging practical experience while planning educational policies in Slovenia, and also more autonomy of the school field and lesser dependency on the current politics.

The principals<sup>70</sup> participating in the discussion defined the school situation as dependent on politics. They addressed policy makers with the following critiques:

- Top-down approach in policy making;
- Fast, unnecessary and premature reforms in the field of primary school education;

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<sup>68</sup> Public seminar for primary and secondary school teachers in Maribor

<sup>69</sup> Expert conference of Slovenian primary schools principals

<sup>70</sup> Expert conference of Slovenian primary schools principals

- Politically charged reforms, especially when it comes to planning the enrolment in vocational schools vs. gymnasiums and when adopting new reforms as such;
  - Bureaucratization of duties in schools for principals and also for teachers and social workers.
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## UK

### **I Themes discussed in dissemination events**

Teacher Education was discussed in one event at the Graduate School of Education, University of Bristol with 27 participants; GSE students and affiliates comprise teacher educators and teacher education students, qualified practitioners upgrading their qualifications, especially in Education Management, and full and part time research students from UK, Europe and beyond.

The information and opinions set out in this section draw on the responses of 6 Teacher Education specialists who were involved in a broadly focused GOETE dissemination session in Bristol.

The three challenges we identified were; 1) how teacher education can/does help trainees with problems of working with socially disadvantaged kids; 2) the changing roles of teachers in an era of high stakes testing, including individual accountability for performance, 3) what the constant reorganisation of secondary education in Bristol has meant for trainee teachers and teacher educators.

The presentation was structured around an overview of GOETE and Bristol's place in it; Governance of transitions; issues of migrant education; and Teacher Education.e a lot of the issues were interpreted through the prism of current issues in English secondary education, which is in a state of great flux, especially in Bristol. The importance of the issues raised by

GOETE was recognised, but tended to be interpreted and problematised as a matter of practice and its organisation, in terms of how it related to the ongoing changes.

The aim was to provide a general introduction to the GOETE project, and its possible implications for education in Bristol (rather than the UK, or even England, alone). There was a particular emphasis on the governance component, and findings about migrant education (for reasons set out in the next para), to an audience from a spectrum of local and general interests in educational transitions.

The issues—and the difficulties—around the place of how to prepare future teachers for working with disadvantaged young people, was acknowledged, and the responses of the other countries noted with interest. One specific issue raised around the second transition was the withdrawal of the Education Maintenance Allowance.

Where possible, but recognition of the relationship was not confined to considering solutions to common problems, but also took into account the ways that the problems were framed—drawing on more abstract conceptions like logic of intervention and discursive opportunity structures, which seemed to be considered very helpful by some of those present.

Specifically in the area of teacher training, there was acknowledgement of a common problem—though with clear variations of context and expectation.

Comments were generally rather pessimistic. Few expected, or could see the shoots of, significant improvements, largely due to the dominant ‘performance culture’ in the schooling sector. Teacher educators worked very hard, with what were described as ‘some outstanding young people’, but the general view was that the immediate performance culture—which some teacher trainers pointed out is taken to its most extreme degree in England, with a Parliamentary committee recently recommending that teachers’ pay should be performance related, with less successful teachers being penalised financially—pervades and informs all aspects of school education, including the experiences available to teacher trainees, as we will go on to describe.

The key framing issue for the teacher trainer respondents was that approximately two-thirds of the time on a PGCE (Initial Teacher Education) occurs in school-based placements. This means that the quality of the placement learning experience is a critical factor in ensuring high quality training. It also means that while teacher training is closely controlled by national rules, standards and monitoring/inspection, it is in practice heavily dependent on the

partnership arrangements Universities are able to make with individual schools to accept teachers trainees.

### **1) How teacher education can/does help trainees with problems of working with socially disadvantaged kids**

In terms of How teacher education can/does help trainees with problems of working with socially disadvantaged kids, there is a plethora of differently distinguished categories that would fall under the ‘socially disadvantaged’ heading (not including ‘social class’ in the UK (and Bristol) context) —SEN students (and all schools now have an SEN Coordinator), children living in areas of high social deprivation, those with English as an additional language, and children with Black and Minority Ethnic backgrounds; in the case of the last two categories, results are used to judge PGCE programmes, which means that they tend to dictate the content of the programmes. More broadly, there is a strong government emphasis on equipping student teachers to work with ‘challenging behaviour’. One response to this has been an increased emphasis on a ‘Behaviour for Learning’ (BFL) programme in the TE curriculum. Some of the teacher trainers stated that the knowledge and understanding that trainee teachers have of these issues is of variable quality and depth. Few have any experience of working with such young people, and some of the teacher trainers felt that the recent introduction of £9,000 fees was likely to reduce further the number of entrants who had direct experience of issues of social disadvantage. In addition, the subject-specific nature of teacher training means that some trainees are extremely knowledgeable about the ‘sociological’ aspects of disadvantage, whilst others not only have little knowledge, but may be more likely to work with possibly limited and limiting ideas of ‘ability’ or conceptions of fixed ability, which can lead teachers to see differential performance as natural and inevitable, rather than as a challenge to their professionalism. Teacher trainees are provided with some introduction to these issues in the general professional studies elements of the course, but these are often framed on the one hand by a relatively recent focus on ‘inclusion’ as the key discourse that frames the issues of social disadvantage, in ways that make it seem like a relatively specialised area, and on the other, by an overall sense of ‘what works’, which emerges as practical methods for delivering curriculum content to socially disadvantaged groups.

Linked to this is the very uneven experience of trainees' placements in schools, though there is an attempt to provide them with a range of different placements. A function of the restructuring of education locally has been the challenge of holding on to placements in 'genuinely mixed schools', especially in central and inner Bristol

## **2) The changing roles of teachers in an era of high stakes testing, including individual accountability for performance**

Views on the changing roles of teachers, how they affect and are (or are not) reflected in the curriculum and practice of teacher education and what they might portend for teacher education in the immediate and longer term future, further reflected the themes already noted, about the dominance of the performance culture in education. One specific and immediate consequence indicated was that the increased accountability and focus on performativity creates great pressure for student teachers to be 'good' from the very start of their training. At the same time, in order not to threaten the schools' bottom line results, some of those present reported that trainees are frequently held back from teaching exam classes (even year 10 and year 12 may be difficult to have access to). More specifically, two of them had detected a pressure to replicate the 'good' practice of supervising teachers rather than to 'explore' and experiment, while another of those commenting suggested that there has been a general move towards 'fixed ability teaching', where in practice teachers assess levels of achievement and on this basis, assign students to appropriate classes/groups, and apply appropriate teaching and learning strategies, leading them to fear that there could be a risk that other traditions/models of teacher professionalism would not be available to trainees.

Another consequence of the achievement regime was reported by one teacher trainer, who said 'I do think that many of my students prefer to go to jobs in schools that they perceive aren't 'difficult' (which would be more challenging) because the government stresses achievement in terms of exam results, and they're aware of the focus headteachers have on the league table', and she went on to say that that focus 'has led to frightening changes to curriculum in a number of schools which have a high proportion of disadvantaged students (with) local heads taking vocational courses off the curriculum because this will potentially result in a lower place in the league table'

### **1) What the constant reorganisation of secondary education in Bristol has meant for trainee teachers and teacher educators**

Secondary schools in Bristol are almost evenly divided into three separate categories—private, Academies, and state schools. One result of this, according to the teacher trainers, is that trainees are likely to train in schools which are almost exclusively in schools that fall into one of three categories-- white middle class, white working class, or very ethnically diverse schools. Further, schools within each of these categories have their own sets of priorities and expectations with regard to entering into partnership with the University for teacher training. Some may see taking on a large number of trainees on teaching practice as a major financial opportunity, while the constant pressure of schools to show improvement means that trainees' experience can be more limited than in the past – schools can drop out of the partnership as they restructure, or may take fewer trainees. In addition, one trainer suggested that the increased prominence of discourses of 'educational leadership' and 'school improvement' means that the older discourse of 'reflective practice' on which teacher education has traditionally been based may be at odds with practice in schools, when it becomes based on 'strategies' to 'deliver' leadership or effectiveness.

To add to that, there were also suggestions that the increased turnover of staff in schools may mean that experienced mentors in the partner schools are becoming harder to find. One teacher trainer noted that from 2000-2012, the average age of mentors in his PGCE subject area had dropped from early-mid 40s, to late 20s and early 30s. In addition, he suggested that the increasing variety of schools and of their governance frameworks, were making it much harder to sustain the notion that 'most schools are similar' in a much more variegated landscape of provision. The majority of the respondents also expressed concern about the likely impact of the government's attempt to move teacher education into schools rather than within Universities, pointing to the experience of school-based teacher training schemes, and others such as Teach First. One went so far as to say that there will be 'little or no teacher education in Universities in 10 years time; it will all be in schools', and all agreed that this would result in 'training' rather than 'education' and a narrowing of opportunities for students to learn.

## II Recommendations for training and practice

In terms of Recommendations, it must be noted that the teacher trainers tended strongly to feel that the possibilities of piecemeal reforms were heavily limited by their sense that the problems around helping trainee teachers make a better fist of working with socially disadvantaged young people were constrained by government regulations about training for teaching and by the schools' themselves prioritising in all spheres the need to preserve good records and reports, even if that meant, for instance, allocating trainee teachers to classes on that basis rather than on the basis of what might be most effective for the trainees' learning. And on top of that was the recognition that the teacher training curriculum is already overcrowded

Within this broad restriction, teacher trainers could make even stronger efforts to extend the range of young people with whom teacher trainees have the opportunity to interact—though, if we follow the findings of Cochran-Smith et al (2012a and b )in the USA, who discovered that teachers who spent teaching practice in socially advantaged schools turned out to be more proficient than teachers whose practical experience had been in less advantaged schools, whether they taught in advantaged or less advantaged schools-- that may have to be done not by widening the range of schools associated in teaching practice, but by means of wider opportunities in existing schools, possibly by extending opportunities for extra-curricular interaction with socially disadvantaged young people.

'Fixed ability' assumptions should be rigorously discussed theoretically, and examples of them in practice could be recorded by trainee teachers and shared with their cohort-mates as a means of both giving substance to the concept, recognizing their consequences, and seeking means of overcoming them.

One way of getting beyond the above restrictions set out above, would be for formal contact and relationships between students and teacher education departments to be continued through at least the first year of teaching, where many of the 'real' lessons of teacher education can be valorized in practice. This might be extended in three—non-mutually exclusive—ways; by setting up 'training schools', which each year agreed to take in a cohort of newly qualified teachers, which would help overcome the isolation sometimes felt by beginning teachers, as well as deliver the benefits of learning as a group; second, it could be incorporated into a revitalized (because it has previously existed until funding was

withdrawn in 2011) 'MA in Teaching' programme, which could be attractive to both newly qualified teachers and Universities; and third, could be the initiation of a programmes of Continuing Professional Development (of which there is relatively little mention in the reports), with initial teacher education becoming the first stage of a lifelong learning programme for teachers at all points in their careers.

### **III Prerequisites for change**

Generally, while the Bristol teacher trainers would probably not disagree with the 'Recommendations for training and practice' set out in this report they would find it hard in the English context to see how and where they might find opportunities to follow up these recommendations. As is clear from their opinions reflected above, it is the broader structures and ideologies within which Teacher Education has to operate in England that constitute the biggest obstacle to them being able to give substance to, or implement, the recommendations. Two particular features of the English policy and practice seemed to emerge as most important in framing the possibilities of altering teacher training practices to improve teachers' contributions to the educational success of socially disadvantaged young people; these are the overall 'performance culture' that dominates the English system, and the considerable power that attaches to the role of partner schools.

UK (England) comments very much reinforce those made in the other countries. It is noticeable that the comments of the teacher training experts who participated in the dissemination meetings all pointed to the constraints they experienced as a result of the incorporation of teacher training into the results oriented ideology of the education system as a whole, with such consequences as we have pointed to for the opportunity of teacher trainees to have the experience of working with a wide and diverse range of young learners.

On the other hand, there was considerable apprehension over the future of Teacher Education, with the threat to place it much more in the school sector. One respondent, with recent experience of training teachers in another very large University, was especially downbeat about the future of teacher education in England, describing it as 'increasingly frayed'.

## Conclusive discussion

The aim of the dissemination events was to discuss central research results from the GOETE project regarding future training for teachers and other practitioners. In general, all participants in the countries involved were very interested in the GOETE results. They agreed with the findings, although participants sometimes were skeptical to how these findings could be implemented to adjust or reform their practices. One reason for this seems to be – generally speaking – a skepticism towards school reforms; there are too many reforms going on in schools, which seem to be hastily introduced, reforms were too often introduced “over personnel’s heads” with little insight into long-term consequences and knowledge of agency in practice.

The themes discussed in the GOETE dissemination events varied. Different countries have different challenges and the national themes chose the challenges according to the national concerns within the country. It is however possible to summarize the discussions into three common themes. The three themes that were discussed in the different countries are (Table 1);

- 1) How can teachers encourage social mobility and prevent inequality
- 2) The need for a changing role of teachers in school
- 3) Pressures on dialogical and multifactor approaches in dealing with disadvantages among students.

**Table 1. Challenges discussed in the dissemination events**

<b>Theme</b> <b>Country</b>	<b>How to encourage social mobility and prevent inequality</b>	<b>The need for a changing role of teachers in school</b>	<b>Pressures on dialogical and multifactor approaches in dealing with disadvantages among students</b>	<b>Other/ Country specific themes</b>
<b>Finland</b>	How are teachers prepared to deal with socially disadvantaged students and social mobility	How is relevance of education mediated through teachers	The cooperation between teachers and student welfare team	
<b>France</b>	European perspectives on guidance and professional practices	Teacher's role in the guidance process		
<b>Germany</b>	How teacher students are prepared for handling social disadvantage in school	Changing of professional demands on teachers	School as the central agent and place for education and support	
<b>Italy</b>	Preventing reproduction of social inequalities in school and teachers skills of handling disadvantages in school.	The importance of guidance and social skills among teachers	Networking among school, family and community and cooperation within and between educational institutions	
<b>The Netherlands</b>	Early selection	The need for individual career coaching		Preparation of teachers to deal with multi-problem schools
<b>Poland</b>	Access to specialists dealing with the students' problems	Preparation of teachers to work with students who have special educational		The practical usage of the information obtained in the GOETE survey

		needs		
<b>Slovenia</b>	Changes in Life Courses and Transitions into Adulthood in Late Modernity		Communicating in School	
<b>UK</b>	how teacher education can/does help trainees with problems of working with socially disadvantaged kids;	the changing roles of teachers in an era of high stakes testing, including individual accountability for performance		what the constant reorganisation of secondary education in Bristol has meant for trainee teachers and teacher educators

### 1) Social mobility and inequality in school

Social mobility and inequality in school was discussed in **Finland** under the topic “How are teachers prepared to deal with socially disadvantaged students and social mobility”. The challenges for teachers when dealing with socially disadvantaged students and social mobility are that they do not receive education in teacher training on how to deal with these issues, everything they learn they learn in practice. New teachers encounter therefore most challenges and feel exhausted at work. More and more teachers change jobs during the first years of their career, approximately every fifth teacher changes career within the first couple of years after they graduated (Almiala 2008). Teachers complain that teacher education only prepares teachers for teaching the subject and not how to deal with students who encounter challenges in school and/or come from different backgrounds. Paradoxically, teachers do not seem to want to change the teacher education system. One main reason is that they think there are other persons in school who are trained in how to deal with these issues. However, a mentoring system is suggested for new teachers to receive support from older colleagues during the first years of practice.

According to the dissemination events, in Finland lack of social mobility is not seen as a big problem. Participants in the dissemination events did not see a problem with students following their parents’ footsteps and seldom see a need for providing students with other options.

In **France** lack of social mobility and inequalities in the education system were taken very seriously in the dissemination events. The discussion in some dissemination events was opened up via the GOETE video “Demain, j’me casse” where the French guidance procedure is illuminated. Participants describe a very worrying situation with the guidance procedure; they described an unfair system of application and difficult trajectories for migrants or disadvantaged students. Participants explained that the system does not seem to have changed as it continues to divide advantaged and disadvantaged students into general vs. vocational courses with almost no possibility to climb the social ladder.

GOETE findings emphasized the lack of efficiency of the guidance system in France and participants in the dissemination sessions asked for change in the training of teachers and guidance practitioners. The main change seen as necessary for guidance issues is a reform of teacher and practitioners training (initial and lifelong training) on guidance issues.

In **Germany** the discussion was about how teacher students are prepared for handling social disadvantage. In the German dissemination events, it is acknowledged that educational disadvantage is an existing and even growing problem that every teacher has to cope with. Learning how to deal with social disadvantages in practice came up in one dissemination event with American practitioners<sup>71</sup>. Therefore this dissemination event implicates one hint for European teacher training; that being disadvantaged is first of all a personal living condition that can be analyzed by academic involvement, but not experienced. In this dissemination event it was suggested that also the own history of being disadvantaged, or of being engaged with people that are disadvantaged, might be important.

There seems to be a wish in Germany that students should be able to choose for themselves from whom they want support, although the counter discourse states that personal freedom of choice is not possible because of limited personal resources and students are chosen for projects because of certain vocational wishes. Cooling out processes are seen as necessary although there is a strong opinion that no one should be left behind.<sup>72</sup>

Also in **Italy** there was much discussion about teacher training and educational disadvantage and the teacher’s role in handling social disadvantages in school. A need of reforming the whole education system emerged in the discussions<sup>73</sup>. The main challenges were linked to

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<sup>71</sup> Fullbright seminar

<sup>72</sup> Local case study in Duisburg

<sup>73</sup> E.g. Meeting with school staff and policy makers in Bologna

few resources (both teachers and materials) and on the fact that lower secondary schools and upper secondary schools are so distant and different. Socially disadvantaged students grow up only in their local quarter, then when they move to upper secondary school which is located elsewhere, they feel completely lost. Therefore it is necessary, during lower secondary school, not to limit student's experiences only to the local contest, but to bring them also in other parts of the city.

Similar to Finland, participants in one dissemination event<sup>74</sup> in Italy underlined the inadequacy of in-work training and support for new teachers. It was recognized by the GOETE researchers that there is a need to rethink the balance between social and teaching skills (with further training on the first side). However, some participants would prefer that more professionals with specific skills should be involved in schools. The principals underlined that local experimental practices with a too strong leaning toward social dimensions were under discussion to refocus more on the educational mission of schools. Also in another dissemination event in Italy it is recognized that guidance skills are often built “on the field”, without proper acknowledgement of underlying criticalities<sup>75</sup>.

In **the Netherlands** early tracking of pupils at the end of their primary school is a topical question. Already in primary school a first pre-selection takes place and children are (pre-) labeled as “academics” or “vocationals”. At the end of primary school the final (national) test (CITO) takes place and these test results determine further tracking into either vocational or general education. It is claimed by educational politicians that the system is permeable, however this is the case only to a limited degree. Students will often remain in the same educational trajectory. In the dissemination events, educational practitioners, teacher trainers, parents and most scientific educationalists agree on the negative effects of early selection and feel that the age of 12 is much too early to decide on test results about the intellectual potential of children. However, the present educational system is simply too firmly rooted and implies too much invested interests of too many functionaries to make a fundamental change likely.

Also in **Poland** teachers complain that they do not have received sufficient training in how to handle socially disadvantaged students. The teachers’ education programmes do not include courses that would provide teachers with adequate knowledge in how to support difficult

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<sup>74</sup> Meeting with school staff in Catania

<sup>75</sup> Meeting with schools on WP4 survey results

students or students with deficits. In Polish schools, there are only one school pedagogue who can support students in school. Other specialists, such as psychologists, speech therapist, and vocational counsellors are situated in external psychological-pedagogic centres.

Individualism and individual responsibility among youth is emphasized in the **Slovenian** dissemination events. On one hand, children are seen as responsible for their course in education, on the other hand, individualization multiplies the number and scale of risky life choices and life courses. In Slovenia one can find a similar attitude as in Finland; that all students are perceived as equal and that all that matters is "hard work" and abilities. However, familial factors are very much emphasized, such as parents' preparedness to participate with the school regarding their (school defined) objectives. Teachers also seem to pass the blame on the over-protective parents, and consider the Slovenian school network as a well-developed school network, with a good program of disadvantaged children integration. Teachers however also recognize that the teacher education is lacking in social-psychological knowledge. Teachers also know that young people without an adequate economic and social support from the family are at risk of marginalization.

In the **UK** there is a strong government emphasis on equipping student teachers to work with 'challenging behaviour'. The challenge discussed in the dissemination event was concerning how teacher education can/does help trainees with problems of working with socially disadvantaged kids. In the dissemination event some of the teacher trainers state that the knowledge and understanding that trainee teachers have of these issues is of variable quality and depth and few have any experience of working with such young people. Therefore teacher trainers could make even stronger efforts to extend the range of young people with whom teacher trainees have the opportunity to interact.

Cooling out processes were discussed in Germany and France. In Germany actors feel confident that they have to give students realistic views, for example because of missing apprenticeship places for extraordinary professions although they do not want someone to be left behind. It is also acknowledged that many students are relieved if they get an admission for vocational schools where they want to acquire higher educational degrees, although they are fed up with school. In France cooling out processes were discussed with regards to the guidance issues; guidance counsellors or teachers who destroys students' ambitions and expectations. It was however acknowledged that teachers might have a more powerful role than they think in the guidance process; they may have the power to guide a student towards

an educational trajectory according to the student's wishes despite a weak performance in school.

## 2) Teachers changing role in school

Teachers in all GOETE countries are in an ongoing process of defining their role in school and in the lives of young people. Teachers in the different GOETE countries are assigned with different roles according to how the national school system is constructed. In some countries, teachers do not see that they have a role in dealing with social disadvantages, and in other countries they recognize that they have an essential role in guiding young people in their educational trajectory.

In **Finland**, teachers do not see their role as a guiding and supporting socially disadvantaged students, while there are other trained professionals whose work is to deal with these issues. However, teachers recognize that many students encounter motivational challenges and that many socially disadvantaged students are not aware of all options they have when deciding on their educational trajectory and future plans. The challenges in the Finnish context are how a teacher can mediate the relevance of education to students, when the student does not receive sufficient support from the home. From the dissemination events, participants recognize that many students receive part time special education because of motivational challenges. Teachers do not seem to receive any support in teacher training how to mediate the relevance of education to students.

In **France**, teachers have an important role in guiding students and they have also a great influence on the educational trajectory. Teachers participating in the dissemination events identify the challenges in guiding students who make efforts to succeed but where the efforts are insufficient. These participants also express their feeling that the educational system, and especially the guidance process, has not evolved at all from their own childhood.

In the dissemination event<sup>76</sup>, it is acknowledged that guidance counselors or teachers have the authority to put students in a cooling out process and inflict on students' ambitions and expectations. However, it is also acknowledged that a teacher may have power to support and

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<sup>76</sup> Dissemination on LLL on young policies across Europe

help students in guiding them into an educational trajectory for which they might not have sufficient skills for at the moment.

Also in **Germany** teachers are somehow constrained to their role as teachers what makes it difficult for them to take over tasks of school social workers. Teachers feel they have to take on more tasks as social workers and central questions to this issue are; how can teacher training be reformed to impart teachers' competences to cope with those tasks and how can teachers be supported in every day work at school? Naturally one participant in the dissemination events asked if it wouldn't be more reasonable to improve networking with other professions who have that knowledge. In Finland, for example, teachers concentrate mostly on teaching and issues related to other challenges are dealt with by separate professionals. However, teachers spend most of the time with students, therefore it is reasonable that teachers should have some knowledge about other issues than teaching and their subject.

In Germany it is recognized that there is a need to improve the competences of the professionals who support students in the transition phase and at the moment, there is not much room for vocational counselling and orientation in teacher training. It would be important that the issue of vocational orientation and counselling is integrated in teacher training.<sup>77</sup> Although teachers and experts are highly committed to their specific field of work and have a huge expertise, the challenges are related to the crossing to other fields of work which they are not familiar with and it is therefore difficult for them to get an overview about different perspectives on social developments, e.g. educational disadvantage and possible comprehensive solutions, e.g. for a biographical guidance of young people.

In **Italy**, participants in the meeting with school staff and policy makers in Bologna stressed the need for a rebalancing of “social” and “teaching” competences in the teaching staff: they are aware that they often work as “social workers” more than teachers, and they feel the inadequacy of their training in this field. Teachers are not always aware about what happens outside the school walls, it is a bit of a black box for teachers. Also in the meeting with schools in Ancona not all teachers agree that “social” dimensions are teachers' task. Other think that structural conditions of disadvantage are too strong to be compensated by school alone, not even with a very performative, effective and well-trained staff. In this dissemination event it was also acknowledged that guidance skills are often built “on the

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<sup>77</sup> U25-steering-group Stuttgart

field”, without proper acknowledgement of underlying criticalities – especially in the relationship with parents. Also in Italy, there seems to be a discourse of “blaming” the parents and social skills to be able to involve parents actively seem quite missing.

Teachers changing role in school was discussed in **the Netherlands** within the theme of individual career coaching. Also in the Netherlands there is a need for teacher students to learn more about transition problems of vocational students and how to support students in their professional choices. One of the main tasks of teachers in Dutch vocational schools is to prepare the students for making choices for further education and profession.

GOETE results showed that the transition process poses many challenges; mentors and other career coaches are worried about indecisive students or unrealistic professional wishes and many students feel that they needed more individual coaching, tailored to their specific needs, instead of being fed with general information and often missing practical experience in their chosen field.

According to teacher trainers in the Netherlands, coaching does not belong to the curriculum of teacher education but the student learn this in practice. Schools are aware of the problem, however they have not the means, time or professionals to set up more tailored transition support. For students a trustworthy person – teacher or social worker – is most important.

In **Poland** there are also challenges with inadequate preparation of teachers to work with pupils with special educational needs. Teachers complain that they have not adequate knowledge in the field of work with students with special educational needs or any deficits. Teacher students are not aware of the educational and social problems they have to face in the future when working with children. Therefore there seems to be clearly a need of adding training on how to deal with socially disadvantaged students for teacher students in order to prepare teachers to these tasks they clearly need.

Also **Slovenian** teachers feel that they lack knowledge in psychology and social pedagogy and professional knowledge to work with children with special needs. There has been a change in society and this change also demands teachers to change. Students are more aware of their rights in school, they do not take the authority of the school or the teachers unconditionally, their parents are their allies and act as their advocates. At the same time, Slovenian teachers feel that their autonomy is taken away by parents who are interfering with the school addressing criticism and requirements to the school. Teachers in Slovenia

complain about a general loss of autonomy, increasing parents' interference in teaching and evaluation, parents' protectiveness and child-centeredness.

The paradox of the current generation of young people is that young people often react with a mixture of outward oriented pessimism and personal optimism. Students have a very vague idea of the future and are therefore not afraid of the future; they live in the present and mainly for the present. This may be a reaction of young people to the hyper-complex life situation with a strong orientation towards themselves, an implosion into privacy and the policy of reducing the risks in life choices. This jeopardizes the authority of teachers as well as causes passiveness of students. The challenge in the Slovenian context is therefore, how do teachers need to adapt to these societal changes.

In the **UK**, there is an increased focus on performativity that creates great pressure for student teachers to be 'good' from the very start of their training and in order not to threaten the schools' bottom line results, trainees are even held back from teaching exam classes. There seems to be a pressure to replicate the 'good' practice of supervising teachers rather than to 'explore' and experiment. Some respondents believe that there has been a general move towards 'fixed ability teaching'. In the UK 'fixed ability' assumptions should be rigorously discussed theoretically, and examples of them in practice could be recorded by trainee teachers and shared with their peers as a means of both giving substance to the concept, recognizing their consequences, and seeking means of overcoming them.

### **3) Increased demand of cooperation**

There seems to be an increased demand of cooperation between different actors, this issue was discussed in several dissemination events.

In **Finland**, the clear division of work between the teachers and student welfare team leads to challenges in school. Teachers have no knowledge in how to deal with students who encounter challenges and this is not part of the teacher training program in Finland. Although teachers do not want to increase training in these issues of teacher training, teachers are frustrated with the fact that they don't have sufficient knowledge about what's going on in students' lives. It is difficult for teachers to cope with students who encounter difficulties in school if they are not aware of the problem. However all actors seem to agree that if a student is encountering severe difficulties, social authorities should be responsible, however school

and the teacher has an important task in creating a learning environment. A good cooperation between teachers and welfare personnel is needed in school. Teachers also would appreciate a “mentoring system” in school for new teachers because they feel this kind of knowledge is learned from experience, but new teachers feel quite lost.

In **Germany**, there is no choice for schools at the moment as not being the central place of support, education and transition for children according to participants of one dissemination event. According to the participants the reason for that are parents, who are not are not adequately prepared or equipped to support their children. An individualization of a planning of vocational paths is important, however one important question is what actors are competent for. Teachers are less trained to coordinate; they are better in offering informal support.

The co-operation within local networks is of high current interest for further training for actors working in the field of educational administration<sup>78</sup>. One aspect for further training could be regarding handling of academic knowledge both for policy makers and practitioners. There seems to be a lack in recognizing and distinguishing of educational information that is needed to understand educational contexts. In Leipzig there are already different types of educational networks existing, which could be another aspect that could be addressed in further training in a sort of “dialogic counselling”.<sup>79</sup>

Also in the **Italian** dissemination events networking among school, family and community and cooperation within and between educational institutions was discussed in different ways. In Italy, topical subjects are the role of the parents and “social function” of the teachers. Policy makers<sup>80</sup> were in particular interested in teacher training and the importance to do networking among school, family and community.

There is a need for more continuity among paths (between lower secondary to upper secondary school) and to rethink the balance between social and teaching skills. Also much stronger support from other institutions, at any level (city, region, state) is needed. It is regarded as necessary not to limit student's experiences only to the local contest during lower

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<sup>78</sup> Local Learning (LvO) in Leipzig

<sup>79</sup> Local Learning (LvO) in Leipzig

<sup>80</sup> Meeting with school staff and policy makers in Bologna

secondary school, but to bring them also in other parts of the city. Also in Italy practitioners<sup>81</sup> underlined the inadequacy of in-work training and support for new teachers.

Teacher students in **the Netherlands** might never be confronted during their training with challenges they might face later on in so called schools in problem quarters, e.g. the multifarious challenges of “black” vocational schools. Although teacher trainers are aware of these problems, they react by saying that it is not primarily their task to prepare students for problems which are not strictly subject-bound and belong to the formal curriculum. Moreover, they state that the young teachers will learn all about it within the school context. They also believe that a study period (4 years) is regarded as too short to have time for extra-curricular issues and the teacher training curriculum is lacking time and personnel because of insufficient means.<sup>82</sup> It is therefore regarded as important that multifunctional teams work smoothly together and *avoid hierarchy-forming* as well as *dysfunctional bureaucratization*. This has to be taken up by all policy makers on all educational and political levels and within teacher training. It is also important that teacher training staff work closely together with universities in order to get into a fruitful dialogue with scientific research.<sup>83</sup>

In **Slovenia**, more communication between researchers, policy makers and practitioners is emphasized as important in future training. An important topic in the Slovenian dissemination events is about characteristics and changes of relationships between the actors in the school system. Individualism is a value which seems to be very present in the Slovenian discussions; teachers emphasise individual responsibility, individual characteristics and abilities as being crucial for “success in life”, which puts the responsibility solely on individuals and does not question the broader social and economic contexts. Principals in the dissemination event on one hand complain lack of autonomy regarding the educational curricula, and on the other hand shift the blame for these problems on the government policies and do not search for solutions inside their schools.

Bureaucratization of duties in schools for principals and also for teachers and social workers and a top-down approach in policy making is criticized by practitioners. Principals<sup>84</sup> feel powerless and ignored in front of systemic changes of education, although they are trying to

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<sup>81</sup> Meeting with school staff in Catania

<sup>82</sup> See also Expert Colloquium at “Kenniscentrum Onderwijs en Opvoeding” Hogeschool Amsterdam 15 November 2012.

<sup>83</sup> In the Netherlands such cooperation has started, for example between the Hogeschool of Amsterdam and the University of Amsterdam.

<sup>84</sup> Expert conference of Slovenian primary schools principals

suggest solutions based on their practical and professional knowledge. More discussions between different levels of practitioners and policy makers, more bottom-up communication, more reflexion and acknowledgment of practical experience while planning educational policies in Slovenia was needed, and also more autonomy of the school field and lesser dependency on the current politics.

## Recommendations for future training

Based on the dissemination discussions we may conclude some recommendations for future training:

### 1. Towards a knowledge based profession

From the dissemination events it is evident that there is clearly a need for a multilevel research like GOETE where communication between the researchers, the policy makers and the practitioners is cared for. For example in Slovenia<sup>85</sup>, teachers expressed the need for more knowledge-based seminars, and to be able to know new trends in research and theory. Also in the Netherlands, the recommendation from the dissemination events is that teacher training staff should work closely together with universities in order to get into a fruitful dialogue with scientific research. Similarly, in the Polish recommendations it is argued that the decision-makers should make much more often use of research results assessing the situation of students and education in such a comprehensive way as the GOETE project. Teachers in Slovenia<sup>86</sup> were intrigued by the combination of qualitative and quantitative approaches in the GOETE research. They found it in particular interesting that the research included all the actors in the education process. Building in bridges between the research community, the universities and the school would seem as a fruitful relationship.

The results show also, that there is a need for bottom-up knowledge based practice. There is a need for acknowledgement of professional expertise in education and not just leaning on political reforms. One of the most challenging issue in dialogical dissemination processes was still discussing what then to do with the findings, how to translate these into action and

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<sup>85</sup> Expert conference of Slovenian primary schools principals

<sup>86</sup> Expert conference of Slovenian primary schools principals

discuss about the prerequisites for change. In many dissemination events, practitioners felt powerless in front of educational systems and the reforms of these (for example principals<sup>87</sup>). Practitioners feel often ignored by policy makers and therefore powerless although they were trying to suggest solutions based on their practical and professional knowledge. Therefore, there is a need for dialogic research processes that acknowledge different voices and include cooperation between researchers, different levels of practitioners and policy makers.

## **2. Towards a reflective teacher expertise**

As GOETE results show, there is a challenge of guiding students and in particular socially disadvantaged students and students from a migrant background. The professional demands of teachers are changing and in several countries teachers complain about the increasing demands of the teacher. It is however clear that teachers need to be prepared how to deal with social disadvantages in schools and that teacher trainees should learn how to work and cooperate with multifunctional teams and other actors, e.g. parents.

In all countries, there seems to be a need for reforming the teacher training towards a system of combining social and teaching competences. Teachers need to be more prepared in how to guide students, in particular socially disadvantaged students. In many of the dissemination events (e.g. Finnish, German and Polish dissemination events) it was acknowledged that much of the knowledge in how to deal with socially disadvantaged students is learned in practice in school. School pedagogues, psychologists and social workers as well as other welfare practitioners should be given the opportunity to exchange their practical experiences.

## **3. Introducing mentoring and supervision for teachers**

In some countries teachers have a twofold role; in addition to their teacher role they have also an important role in guiding and supporting students in their educational trajectory. In other countries, such as Finland and Slovenia, the schools have specialized practitioners who are in charge of supporting and guiding students. Therefore, it comes as no surprise that teachers in Finland complain that they are not well prepared for meeting challenges in class. Also in Italy, where teachers have a key role in supporting and guiding students, teachers seem to feel

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<sup>87</sup> Expert conference of Slovenian primary schools principals

inadequate in dealing with disadvantage in school; they stress the need for a rebalancing of “social” and “teaching” competences in the teaching staff and feel that they often work as “social workers” more than teachers.

In Italy practitioners,<sup>88</sup> underlined the inadequacy of in-work training and support for new teachers and there’s clearly a need to rethink the balance between social and teaching skills. Individualized teaching is very important to be able to respond well to the students’ needs, but individualized teaching methods in terms of guaranteeing all equal opportunities is difficult to reach. Here the solution would be to increase the number of teachers per school.

A mentoring system was suggested in the Finnish dissemination event, where a more experienced teacher could mentor and guide the new teacher in challenging tasks. In the German dissemination event, the background of the teacher was brought up as an important feature; the own history of being disadvantaged or of being engaged with people that are disadvantaged might help students to cope.

In Finland, national experts agree that there should be more education for teachers in how to deal with students who encounter difficulties and believe that it is an old-fashioned idea that the teacher only teaches the subject. Finnish students want teachers to more openly discuss their own experiences and life trajectories with students, because this helps them make informed decisions regarding their future. Also in Slovenia, as a teacher expressed, it is noticeable that students have a very vague idea of the future, of choosing a profession, and are therefore not afraid of the future; they live in the present and mainly for the present. The appeal for developing a mentoring system in school, where a more experienced teacher could support the new teachers in all unexpected challenges the new work entails, was brought forward.

In the UK it is noted that teacher trainers could make even stronger efforts to extend the range of young people with whom teacher trainees have the opportunity to interact. Formal contact and relationships between students and teacher education departments could be continued through at least the first year of teaching, where many of the ‘real’ lessons of teacher education can be valorized in practice.

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<sup>88</sup> Meeting with school staff in Catania

#### **4. Introducing multicultural classroom teaching**

In many of the dissemination events, cooperation between parents and teachers is regarded as challenging, and at the same time more cooperation is needed. This seems to be the case in particular, but not exclusively, for migrant families. Teachers and practitioners seem to be missing social skills in order to involve parents actively. In many countries there seems to be a discourse of “blaming the parents” in situations where the student do not succeed in school, although many participants also mentioned much more structural conditions of disadvantage. In Germany it was also noted that parents with migration background have other expectations towards the support from school; parents with a migration background are very committed and cooperate with the schools. Families with a migration background often have language problems and the misleading picture of parents seems to be caused due to a lack of information.

It is recognized that schools have a great role in supporting young people in their lives and educational trajectories. This used to be regarded as a task of the parents, but this is about to change. One reasons for that is that parents are no longer adequately equipped for guiding their children in a jungle of measures, courses and options. Schools may have or should have these resources. However, teachers and other practitioners in schools need to be trained and prepared for these tasks. Therefore it is recommended that teacher students should learn more about multicultural classroom teaching.

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- M. Crul, J. Schneider and F. Lelie (eds.) (2012): *The European Second Generation Compared*. Amsterdam
- Parreira do Amaral, M. & Dale, R. (Eds.) (2013): *Governance of Educational Trajectories. Governance of Educational Trajectories in Europe. Thematic Report on Governance*. GOETE Working Paper. Frankfurt: University of Frankfurt.
- Parreira do Amaral, Marcelo; Litau, John; Cramer, Colin; Kobolt, Alenka; Loncle, Patricia; Mellottée, Laetitia, Ule, Mirjana; Walther, Andreas & Živoder, Andreja (2011): *Governance of Educational Trajectories in Europe. State of the Art Report*. GOETE Working Paper. Frankfurt: University of Frankfurt/Tübingen: University of Tübingen/Ljubljana: University of Ljubljana/Rennes: University of Rennes. Download: [http://goete.eu/download/cat\\_view/69-working-papers](http://goete.eu/download/cat_view/69-working-papers)

Stauber, B. & Parreira do Amaral, M. (Eds.) (2013): Access and Education: Inequality and Diversity. Governance of Educational Trajectories in Europe. Thematic Report on Access. GOETE Working Paper. Tübingen: University of Tübingen.

## Appendix 1: General guidelines to all national teams, D30

- Please discuss **three important challenges**, based on GOETE results, for future training regarding teacher training and professional practitioners such as social workers and youth workers
- Provide **recommendations** for training and practice
- Illuminate **what are the prerequisites** for these changes

### **Please discuss in your report:**

- How did practitioners react to the GOETE findings
- What issues were of interest for practitioners
- How were GOETE findings and recommendations connected to current practice?
- Did practitioners reject GOETE findings and recommendations and if so why?
- Where findings and recommendations received unanimously or were there different perspectives among practitioners?
- Did a discussion evolve on potential changes in practice? What prerequisites were seen as necessary?

**Remember to contextualize!** Explain the problems in relation to the context, what kind of policy implications are possible/impossible because of the context, why and how?

## Appendix 2: REPORTING TOOL for D24 and D30

For each session, national teams provide a feedback document of max. 5 pages. These documents will be used by the coordination to write the deliverable 24 and 30. As a consequence, please provide all information regarded as useful and enlightening. Feel free to add any relevant comments.

### I Description

#### General information

- Date
- Duration
- Place
- number of participants

#### City

- Brief presentation
- Explain the local context ( in general and related to educational policies)

#### Participants

- Recruitment: how participants are recruited? Please explain the context (existing or new groups? Created by team, by partners, by someone else?)
- Description of participants: Who are they? Why are they relevant?

### II Contents

- Subjects: What subjects are treated? How are they connecting to GOETE's concerns? Please indicate from which WP material comes.
- Methods: What methods of leadership are used? Why? Please explain the process (presentation, discussion, role play...)

### III Documents

- Please provide a presentation of all documents used to prepare the session and during the session (e.g. Presentation, video, articles). Write a brief summary in English when necessary.
- Summarize the main points of the discussions (ideas, comments, criticisms, questions...)

### IV Analysis

#### a) Regarding the session

- How were the participants involved/Interesting? Could you explain why?
- Explain the positive and negative aspects of the session? Could you explain why?
- What should be done to improve the quality of the session?

**b) Regarding the policy implications**

- How did policy makers react?
- What issues were of interest for policy makers?
- To which current local policy processes can GOETE findings contribute
- Have these been taken up by the policy makers
- What political implications were raised by practitioners?
- How can the relation between policy makers and practitioners be described

**c) Regarding the training implications**

- How did practitioners react to the GOETE findings
- What issues were of interest for practitioners
- How were GOETE findings and recommendations connected to current practice?
- Did practitioners reject GOETE findings and recommendations and if so why?
- Where findings and recommendations received unanimously or were there different perspectives among practitioners?
- Did a discussion evolve on potential changes in practice? What prerequisites were seen as necessary?

## **DRAFT PROPOSAL FOR THE DELIVERABLES D24 (Documentation of dialogic policy planning processes) and D30 (Training manual)**

The deliverables will provide an overview of all local policy planning sessions. The feedback of all countries on planned, on-going and finished national arrangements is still in progress. Just to let you know the purpose of the reporting tool, we want to present you a first draft proposal for the deliverable 24 per country. As we do not have a precise view on how manage to gather or cluster all information, the first idea could be to cluster by subjects or by types of countries (Allmendinger) thanks to the following outline.

### I/ Presentation of the general context

1. Cities
2. Participants (types, recruitment, relevance)

### II/ Round tables

1. Description of organisation ( where, when, difficulties)
2. Report of the contents (methods, issues, discussions)

### III/ Analysis

1. What issues were of interest for whom and in what contexts – analysis of factors (groups, countries, cities etc.)
2. What scenarios, developments and needs were discussed in reaction to the presentation of GOETE findings

### IV/ Main conclusions

1. With regard to policy making – recommendations for evidence based and «grounded » policy making
2. With regard to training - – recommendations for evidence based and «grounded » practice

## Appendix 3 Dissemination events

### Dissemination events in Finland

#### Dissemination 1

*Meeting with experts at the Helsinki Education Department*

Date: 20.09.2012

Duration: 90 minutes

Place: Helsinki Education Department

Number of participants: 7 + Veronica Salovaara & Harry Lunabba

City: Helsinki

Participants: The participants are working in the Education Department in Helsinki

#### Dissemination 2

*Dissemination at the Helsinki Case study school*

Date: 31.10.2012

Duration: 90 minutes

Place: Helsinki Case study school

Number of participants: 10 + Veronica Salovaara

City: Helsinki

Participants: Principal (not same as during field work), teachers, special education teacher, guidance counselor (not same as during field work), school psychologist, school social worker.

#### Dissemination 3

*National expert seminar*

Date: 28.11.2012

Duration: 2,5 hours

Place: Helsinki university, meeting room

Number of participants: 5 + Veronica Salovaara, Ilse Julkunen & Mikko Aro

City: Helsinki

Participants: 1 expert National Board of Education, 1 expert Education department Helsinki, 1 expert Regional State Administrative Agency, 2 youth researchers. Three persons had been interviewed for WP7.

#### Dissemination 4

*FERA Expert conference*

Date: 23.11.2012

Duration: 30 minutes

Place: Helsinki university, FERA Conference on Education Helsinki 22.-23.11.2012, Interaction in Educational Research

Number of participants: 15 + Veronica Salovaara

City: Helsinki

Participants: Experts in education; mostly researchers

#### Dissemination 5

*Regional expert seminar in Turku*

Date: 19.09.2012

Duration: 120 minutes

Place: Turun ammattiinstituutti, Turku institute of vocational education

Number of participants: 3 + Veronica Salovaara

City: Turku

Participants: The participants are working in the vocational education institute of Turku with different projects concerning the transition phase and the education guarantee. Participants are; project manager, project worker and immigrant youth expert.

## Dissemination events in France

### Dissemination 1

*Dissemination to the Master in “Youth: Policies and care”*

Place: CRIJ ( Regional centre of information for young people), Rennes

Date: 03.12.12

Duration: 2 hours 30 mn

Number of participants: 13 students of the master, Karine, a member of the GOETE team ( Laetitia Mellottée ), a teacher from the local case study of Rennes.

Participants: Participants are students (initial and lifelong training ) from a master degree on Youth Policies.

### Dissemination 2

*Dissemination on LLL on young policies across Europe*

Date: 18/10/12

Duration: 3h (divided 2 sessions of 1h30 )

Place: EHESP, Rennes

Number of participants: 10 trainees, 4 GOETE members (Laetitia Mellottée, Patricia Loncle, Simon Jahnich and Virginie Muniglia) + Jérémy Blin, teacher of French involved in the movie and from the local case study in Rennes

Participants: Participants are professional working on local administration of the ministry of Youth, sport and social cohesion (Direction Régionale de la Jeunesse, des Sports et de la Cohésion Sociale). At the regional level, they are responsible for supporting and advising non-governmental organisations and local actors involved in non-formal education and youth policies to develop projects. They bring an administrative, technical and organisational support to these actors on a defined territory. The participants come from several regions of France. They voluntarily participate to these 3 days of lifelong learning sessions based on youth policies in Europe.

## Dissemination events in Germany

### Dissemination 1

*Local case study in Duisburg*

Date: 17.4.2012

Duration: 2 hours

Place: Case study school in Duisburg

Number of participants: 14

Description of participants: The majority of the participants of the meeting were participants of the interviews for the local case study in Duisburg. The following persons participated; The principal, two class teachers, coordinator and counselling teacher, the school social worker, the new

personal vocational advisor, a division manager, the leader of a youth centre, employee of a project, an employee of the education and training institution, a leader and an employee from the local Employment Agency, an employee of a local entrepreneur's association and two employees of a vocational orientation project. These are all actors who are very important for the support of students in transitions.

### **Dissemination 2**

*Presentation and discussion U25-steering-group Stuttgart*

Date: 2 appointments: May 9th, 2012 and July 19th, 2012

Duration: 1 hour (May 9th, 2012) and 3 hours (July 19th, 2012)

Place: both times conference room at the youth welfare office

Number of participants: besides the research team 8 persons (May 9th, 2012) respectively 11 persons (July 19th, 2012) – predominantly the same persons.

Description of participants: The head of the youth welfare office, staff of the youth welfare office, representatives of the following various institutions: employment agency, municipality department "Employment promotion" and municipality department "Integration", chamber of commerce, chamber of craft, social welfare office ("Jobcenter"), regional school authority and local school authority. The U25-steering-group group is highly relevant because all relevant actors of the city are represented and the group cooperate since several years successful.

### **Dissemination 3**

*Expert colloquium with the "Local Learning (LvO)" project in Leipzig*

Date: 25. May 2012

Duration: 2 hours

Place: Town hall of the district Wahren in Leipzig

Number of participants: 15

Description of participants: The participants were mostly team members of the Local Learning team responsible for educational monitoring, counselling, transitions, family and parents. Also one relevant actor of school authority in Leipzig responsible for the administration in the field of cooperation of schools and economy attended the meeting.

### **Dissemination 4**

*School pedagogy*

Date: 12.06.2012

Duration: 60 minutes

Place: University of Tübingen, Institute of Education

Number of participants: 16

Description of participants: researchers, teachers, headmasters, administrative officials, Ph.D. students and staff.

### **Dissemination 5**

*“Supporting and challenging in all-day schooling” in Leipzig*

Date: 26. June 2012

Duration: 1,5 hours

Place: Town hall of Leipzig

Number of participants: ca. 100

Description of participants: The participants were mainly teachers and principals, but also some social workers from all-day schools and a few experts from educational research and educational administration.

### **Dissemination 6**

*Fullbright seminar*

Date: 12.07.2012

Duration: 120 minutes

Place: University of Tübingen, Office for Foreign Affairs

Number of participants: 12

Description of participants: 12 fullbright scholars (teachers from all over the USA)

### **Dissemination 7**

*Local case study in Stuttgart*

Date: 24.9.2012

Duration: 1,5 hours

Place: Case study school in Stuttgart

Number of participants: 10

Description of participants: The majority of the participants of the meeting were interviewed in the context of the local case study in Stuttgart: 4 teachers (one of them is the deputy head of the school), school social worker, head of the youth centre, representative of a foundation (which initiated and funded a peer project at the school), coordination of a project with senior partners, representative of the regional transition management and a team member of the vocational orientation team of the chamber of crafts.

### **Dissemination 8**

*Workshop discussion Stuttgart*

Date: 1.10.2012

Duration: 3 hours

Place: city hall of Stuttgart

Number of participants: 50

Description of participants: Participants were in large part leading members of institutions in Stuttgart which are influencing students' transitions, how they are supported and governed: representatives of different institutions of youth welfare and youth work, actors in the context of schools, school planning and coordination but also members of the city council, the mayor for social issues and a representative of a local federation that supports disadvantaged students within their educational paths.

### **Dissemination 9**

*“Education conference: Education as a location factor” in Leipzig*

Date: 08.-09. October 2012

Duration: 1,5 days

Place: Town hall of Leipzig and different schools and educational institutes across districts (in development)

Number of participants: all in all 200, but about 30 for the GOETE presentation which was held in a sub group.

Description of participants: The participants were all types of actors in the field of education: policy makers, practitioners, social and educational administration, NGOs mainly teachers and principals, but also some social workers from all-day schools and a few experts from educational research and educational administration.

## Dissemination events in Italy

### Dissemination 1

*Meeting with school staff and policy makers in Bologna*

Date: 04..12.2012

Duration: 4 hours

Place: Auditorium – University of Bologna - Department of Education Sciences

Number of participants: 30

Description of participants: The participants were mainly constituted by policy makers (institutional representatives) from several context: Emilia Romagna Region, Bologna Municipality, Regional school office, Education sector, Parents association, the principal and a teacher from our WP6 case study school, professors and some students of the Department of Education Sciences.

### Dissemination 2

*Meeting with schools on WP4 survey results*

Date: May 2011

Duration: 2 hour per meeting (3 meetings)

Place: Ancona, 3 schools

Number of participants: 7 members of school managing staff (principals, deputy principals...); 40 teachers; 5 parents.

Description of participants: We involved mainly teaching and managing staff within the school, together with parents holding a representative position within the school (class and school representatives). They are relevant since responsible of pedagogical and organizational issues within the schools.

### Dissemination 3

*Meeting with school staff in Catania*

Date 25/10/2011

Duration: 3 hours

Place: Catania, School “Pestalozzi”

Number of participants: 52

Description of participants: The participants are mainly teachers of lower secondary school in Catania, mostly coming from our WP6 case study school, plus the principal and vice-principal of that school itself. They are relevant since among them there are many WP6 interviewees, and the school was also very collaborative in WP4 questionnaires. Thus, they strongly expected a return from their commitment.

## Dissemination events in the Netherlands

### Dissemination 1

*Expert colloquium at the University of Amsterdam*

Date: 19 June 2012

Duration: two hours

Place: University of Amsterdam, the Department of Child Development and Education

Number of participants: 20

Description of participants: the participants included researchers and lecturers from the Child development and education department, as well as BA and MA students.

### **Dissemination 2**

*“Kenniscentrum Onderwijs en Opvoeding” Hogeschool Amsterdam*

Date: 15 november 2012

Duration: one hour 50 minutes with the Group and 20 minutes with the director of the kenniscentrum

Place: Kenniscentrum, Wibautstr. 2-4, Amsterdam

Number of participants: 16

Description of participants: The majority of the participants were teacher trainers, others were education lecturers and lecturers, among them the head of the center O&O.

### **Dissemination 3**

*Expert meeting with 8 parents in Wormerveer*

Date : 24 November 2012

Duration: 3,5 hours

Place: House of one of the parents, in Wormerveer, nearby Amsterdam

Number of participants: 8

Description of participants: the participants included women with Turkish origins, who have lived in the Netherlands for many years (between 20-40 years).

## **Dissemination events in Poland**

### **Dissemination 1**

*Presentation in Gdansk*

Date: 21<sup>st</sup> June

Place: Gdansk Education Council

Number of participants: 38

Description of participants: local policy makers, representatives of the school personnel: the President of Gdansk, the Director of the Gdansk City Office Education Department, the staff of the Gdansk City Office, school principals and the town councillors.

### **Dissemination 2**

*Presentation in Lublin*

Date: 18th June 2012

Duration: 90 minutes

Place: Conference Hall of the Lublin City Office

Number of participants: 19

Description of participants: members of the staff of the City Office Education Department, school principals and the staff of the psychological-pedagogic centres

### **Dissemination 3**

*Presentation at the Faculty of Education of the University of Warsaw*

Date: 29th October 2012

Duration: 90 minutes

Place: Faculty of Education

Number of participants: 20

Description of participants: students at the Faculty of Education

## **Dissemination events in Slovenia**

### **Dissemination 1**

*Public seminar for primary and secondary school teachers in Ljubljana*

Date: 26th September, 2011

Duration: 2 hours

Place: Chamber of Commerce and Industry, Ljubljana

Number of participants: Circa 150 primary and secondary school teachers

*Description of participants:* The participants were mainly humanistic subjects teachers from primary and secondary schools in West Slovenia. Circa 150 participants were registered.

### **Dissemination 2**

*Public Seminar for primary and secondary school teachers in Maribor*

Date: 17th October, 2011

Duration: 2 hours

Place: Education Center, Maribor

Number of participants: Circa 90 primary and secondary school teachers

Description of participants: The participants were mainly humanistic subjects' teachers from primary and secondary schools in East Slovenia. Circa 90 participants were registered.

### **Dissemination 3**

*Expert conference of Slovenian primary schools principals*

Date: 7th March 2012

Duration: 2 hours

Place: Hotel Slovenija, Koper

Number of participants: ca. 220

Description of participants: The participants of the session were primary school principals from entire Slovenia.

## **Dissemination events in UK**

### **Dissemination 1**

Date: 7 November, 2012

Duration: 1 hour 45 minutes

Place: Graduate School of Education, University of Bristol

Number of participants: 27

Participants: GSE students and affiliates comprise teacher educators and teacher education students, qualified practitioners upgrading their qualifications, especially in Education Management, and full and part time research students from UK, Europe and beyond. The GSE also has research relationships with schools that have been involved in projects.

## Appendix 4 Reports resulting from GOETE Work Packages

### *Work package 2 National Reports*

Aro, Mikko; Järvinen, Tero; Rinne, Risto; Julkunen, Ilse & Lunabba, Harry (2010): Governance of Educational Trajectories in Europe: Country Report Finland. GOETE Working Paper. Turku: University of Turku.

Barberis, Eduardo; Contini, Mariagrazia; Cuconato, Morena; De Luigi, Nicola; Demozzi, Silvia; Kazepov, Yuri; Martelli, Alessandro; Taddia, Federica; Tagliaventi, Maria Teresa & Tolomelli, Alessandro (2010): Governance of Educational Trajectories in Europe: Country Report Italy. GOETE Working Paper. Bologna: University of Bologna/Urbino: University of Urbino.

Biggart, Andy; Ingram, Nicola & McDowell, Joanne (2010): Governance of Educational Trajectories in Europe: Country Report United Kingdom. GOETE Working Paper. Belfast: Queens University Belfast.

Błaszczuk, Beata; Fedorczuk, Monika & Jung, Bohdan (2010): Governance of Educational Trajectories in Europe: Country Report Poland. GOETE Working Paper. Warsaw: Warsaw School of Economics.

Cramer, Colin; Litau, John; Parreira do Amaral, Marcelo; Wagegg, Julian & Walther, Andreas (2010): Governance of Educational Trajectories in Europe: Country Report Germany. GOETE Working Paper. Tübingen: University of Tübingen.

Kobolt, Alenka; Ule, Mirjana; Dekleva, Bojan; Peček Čuk, Mojca; Rapuš Pavel, Jana; Raz-potnik, Špela & Živoder, Andreja (2010): Governance of Educational Trajectories in Europe: Country Report Slovenia. GOETE Working Paper. Ljubljana: University of Ljubljana.

Kosar Altinyelken, Hülya; du Bois-Reymond, Manuela & Karsten, Sjoerd (2010): Governance of Educational Trajectories in Europe: Country Report the Netherlands. GOETE Working Paper. Amsterdam: University of Amsterdam.

Mellottée, Laetitia; Becquet, Valérie; Danic, Isabelle; Lepape, Marie-Clémence; Leroy, Philippe; Loncle, Patricia & Muniglia, Virginie (2010): Governance of Educational Trajectories in Europe: Country Report France. GOETE Working Paper. Rennes: School of Higher Studies in Public Education.

### *Work package 2 State of the Art Report*

Parreira do Amaral, Marcelo; Litau, John; Cramer, Colin; Kobolt, Alenka; Loncle, Patricia; Mellottée, Laetitia, Ule, Mirjana; Walther, Andreas & Živoder, Andreja (2011): Governance of Educational Trajectories in Europe. State of the Art Report. GOETE Working Paper. Frankfurt: University of Frankfurt/Tübingen: University of Tübingen/Ljubljana: University of Ljubljana/Rennes: University of Rennes. Download: [http://goete.eu/download/cat\\_view/69-working-papers](http://goete.eu/download/cat_view/69-working-papers)

### *Work package 3 National Reports*

Aro, Mikko (2011): Governance of Educational Trajectories in Europe: National report Teacher Training Finland. GOETE Working Paper. Turku: University of Turku.

Cuconato, Morena; Demozzi, Silvia; Taddia, Federica & Tolomelli, Alessandro (2011): Governance of Educational Trajectories in Europe: National report teacher training Italy. GOETE Working Paper. Bologna: University of Bologna.

Becquet, Valérie & Hardouin, Magali (2011): Governance of Educational Trajectories in Europe: National report teacher training France. GOETE Working Paper. Rennes: School of Higher Studies in Public Education.

Błaszczak, Beata; Błędowski, Piotr; Buchowicz, Izabela & Fedorczyk, Monika (2011): Governance of Educational Trajectories in Europe: National report teacher training Poland. GOETE Working Paper. Warsaw: Warsaw School of Economics.

Bohl, Thorsten & Cramer, Colin (2011): Governance of Educational Trajectories in Europe: National report teacher training Germany. GOETE Working Paper. Tübingen: University of Tübingen.

du Bois-Reymond, Manuela (2011): Governance of Educational Trajectories in Europe: National report teacher training the Netherlands. GOETE Working Paper. Amsterdam: University of Amsterdam.

Mellor, David (2011): Governance of Educational Trajectories in Europe: National report teacher training United Kingdom. GOETE Working Paper. Bristol: University of Bristol.

Peček Čuk, Mojca & Lesar, Irena (2011): Governance of Educational Trajectories in Europe: National report teacher training Slovenia. GOETE Working Paper. Ljubljana: University of Ljubljana.

### *Work package 3 Comparative Report*

Cramer, Colin; Bohl, Thorsten & du Bois-Reymond, Manuela (2012): Governance of Educational Trajectories in Europe. Comparative report teacher training. GOETE Working Paper. Tübingen: University of Tübingen/Amsterdam: University of Amsterdam. Download: [http://goete.eu/download/cat\\_view/69-working-papers](http://goete.eu/download/cat_view/69-working-papers)

### *Work package 4 Comparative Report*

McDowell, Joanne; Biggart, Andy; Živoder, Andreja; Ule, Mirjana; Martelli, Alessandro; De Luigi, Nicola & Litau, John (2012): Governance of Educational Trajectories in Europe: Comparative analysis individual survey. GOETE Working Paper. Belfast: Queens University of Belfast/Ljubljana: University of Ljubljana/Bologna: University of Bologna/Frankfurt: University of Frankfurt.

### *Work package 5 Comparative Report*

Aro, Mikko; Järvinen, Tero; Rinne, Risto; Tikkanen, Jenni; Buchowicz, Izabela; Fedorczyk, Monika; Bledowski, Piotr; Parreira do Amaral, Marcelo & Walther, Andreas (2012): Governance of Educational Trajectories in Europe. Comparative Analysis Institutional Survey. GOETE Working Paper. Turku: Frankfurt: University of Turku/Warsaw: Warsaw School of Economics/Frankfurt: University of Frankfurt. Download: [http://goete.eu/download/cat\\_view/69-working-papers](http://goete.eu/download/cat_view/69-working-papers)

#### *Work package 6 National Reports*

Barberis, Eduardo; Cuconato, Morena; Demozzi, Silvia; Taddia, Federica (2012): Governance of Educational Trajectories in Europe: National Case study report Italy. GOETE Working Paper. Bologna: University of Bologna/Urbino: University of Urbino.

Biggart, Andy & McDowell, Joanne (2012): Governance of Educational Trajectories in Europe: National Case study report United Kingdom. GOETE Working Paper. Belfast: Queens University Belfast.

Błędowski, Piotr & Fedorczyk, Monika (2012): Governance of Educational Trajectories in Europe: National Case study report Poland. GOETE Working Paper. Warsaw: Warsaw School of Economics.

Boron, Felicitas; Bosch, Andrea; Litau, John; Pohl, Axel; Stauber, Barbara & Walther, Andreas (2012): Governance of Educational Trajectories in Europe: National Case study report Germany. GOETE Working Paper. Frankfurt: University of Frankfurt/Tübingen: University of Tübingen & IRIS e.V.

du Bois-Reymond, Manuela & Koşar Altıyelken, Hülya (2012): Governance of Educational Trajectories in Europe: National Case study report the Netherlands. GOETE Working Paper. Amsterdam: University of Amsterdam.

Jahnich, Simon; Loncle, Patricia; Mellottée, Laetitia & Muniglia, Virginie (2012): Governance of Educational Trajectories in Europe: National Case study report France. GOETE Working Paper. Rennes: University of Rennes 2 & EHESP.

Salovaara, Veronica; Lunabba, Harry & Julkunen, Ilse (2012): Governance of Educational Trajectories in Europe: National Case study report Finland. GOETE Working Paper. Helsinki: University of Helsinki.

Razpotnik, Špela; Švab, Alenka; Vezovnik, Andreja; Žakelj, Tjaša; Živoder, Andreja & Ule, Mirjana (2012): Governance of Educational Trajectories in Europe: National Case study report Slovenia. GOETE Working Paper. Ljubljana: University of Ljubljana.

#### *Work package 6 Comparative Report*

du Bois-Reymond, Manuela; Kosar Altınyelken, Hülya; Stauber, Barbara; Svab, Alenka; Ule, Mirjana; Živoder, Andreja & Parreira do Amaral, Marcelo (2012): Governance of Educational Trajectories in Europe. Comparative analysis case studies. GOETE Working Paper. Tübingen: University of Tübingen/Amsterdam: University of Amsterdam/Ljubljana: University of Ljubljana/Frankfurt: University of Frankfurt.

### *Work package 7 National Reports*

Jahnich, Simon; Loncle, Patricia; Mellottée, Laetitia & Muniglia, Virginie (2012): Governance of Educational Trajectories in Europe. National Report High Level Governance France. GOETE Working Paper. Rennes: University of Rennes 2 & EHESP.

Amos, Karin; Parreira do Amaral, Marcelo & Treptow, Rainer (2012): Governance of Educational Trajectories in Europe. National Report High Level Governance Germany. GOETE Working Paper. (aided and supported by Larissa Brokop and Uli Theobald). Tübingen: University of Tübingen/Frankfurt: University of Frankfurt.

Barberis, Eduardo & Kazepov, Yuri (2012): Governance of Educational Trajectories in Europe. National Report High Level Governance Italy. GOETE Working Paper. Urbino: University of Urbino.

Ule, Mirjana & Vezovnik, Andreja (2012): Governance of Educational Trajectories in Europe. National Report High Level Governance Slovenia. GOETE Working Paper. Ljubljana: University of Ljubljana.

Mellor, David & Dale, Roger (2012): Governance of Educational Trajectories in Europe. National Report High Level Governance United Kingdom. GOETE Working Paper. Bristol: University of Bristol.

Julkunen, Ilse & Salovaara, Veronica (2012): Governance of Educational Trajectories in Europe. National Report High Level Governance Finland. GOETE Working Paper. Helsinki: University of Helsinki.

Buchowicz, Izabela & Błędowski, Piotr (2012): Governance of Educational Trajectories in Europe. National Report High Level Governance Poland. GOETE Working Paper. (in cooperation with Joanna Felczak). Warsaw: Warsaw School of Economics.

Koşar Altinyelken, Hülya & du Bois-Reymond, Manuela (2012): Governance of Educational Trajectories in Europe. National Report High Level Governance the Netherlands. GOETE Working Paper. Amsterdam: University of Amsterdam.

### *Work package 7 Comparative Report*

Dale, Roger; Amos, Karin; Barberis, Eduardo & Kazepov, Yuri; Parreira do Amaral, Marcelo & Treptow, Rainer (2012): Governance of Educational Trajectories in Europe. Comparative Report High Level Governance. GOETE Working Paper. Bristol: University of Bristol/Tübingen: University of Tübingen/Urbino: University of Urbino/Frankfurt: University of Frankfurt. Download: [http://goete.eu/download/cat\\_view/69-working-papers](http://goete.eu/download/cat_view/69-working-papers)

### *Work Package 8, thematic reports*

#### **Life Course**

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### **Access**

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