

# A 3 tier system

Primary education	6-11
Lower secondary education	11-14
Upper secondary education	14-16 (ISCED 2) 16-19

# Upper education

Licei (general education)

Technical/Vocational Institutes

Regional Vocational/Training Courses

# Higher dropout rates

- First two years of upper education
- Vocational Institutes
- Boys
- Foreign students
- Southern regions
- Deprived urban areas

# Causes for leaving education

## Socio-economic reasons:

home environment, irrelevance of education

## Personal causes:

lack of motivation, low self esteem

## Education factors:

poor quality teaching, limited funding

# National bodies

Ministry of Education

Regions

Provinces

# National policies

Tuscan experimentation

Regional Students' Register

Integration with vocational agencies

Contacts with companies

# Strategies

## 10 experiences from different locations

- Enhancement of basic knowledge
- Listening centres
- Mini placements
- Guided visits in the area
- Renewed guidance
- Practical activities
- E-learning

# Training initiatives

National level

Regional Level

Povincial Level



# A teacher should have

- Sound knowledge of rules and regulations
- Ability to understand individual needs
- Ability to interact with internal/external resources
- Guidance competences
- Relationship skills
- Multicultural competences
- Skills to identify, assess and certificate students' competences

# Best practices

Internal organization

Integration with the area

Teaching tools

Teachers' training

# Case studies

## Variety of cases sharing

family problems

long stories of discomfort

lack of basic skills in fundamental subjects

# Conclusions

- Higher levels of education
- Need of networking of Local Councils, Regions and Ministry of Education
- Improvement of external support
- Integration between schools and vocational agencies
- Teachers' key competences