

ONCE Again-st Abandon – Opening to New Countries Experiences
Καταπολέμηση του Φαινομένου της Σχολικής Διαρροής: Εμπειρίες Από Νέες Χώρες
Przeciw opuszczeniu – otwarcie na doświadczenia innych krajów
Vēlreiz pret atstumtību - jauna pieredze
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Once Again-St Abandon - Deschiderea Către Noi Experiențe În Prevenirea Și Combaterea Abandonului Școlar

ONCE
Again-st
Abandon

Opening to New Countries Experiences

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Reading the local territory:

GUIDELINES FOR OPERATORS

MODEL, APPROACH AND TOOLS

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Education and Culture

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INTRODUCTION

These **Guidelines for Operators** are aimed at providing information and methodological tools functional to realise the quali-quantitative analysis of the territory within which Operators work. Actually, given the specificity of the service offered to young persons that have left the compulsory education and training pathways and are at risk of social, economic and occupational exclusion, an important aspect to provide guidance and counselling support to them, is the exhaustive knowledge of the features of the local area of reference.

In fact, it is relevant not only to guarantee the qualitative level of the information provided to the potential target, but also to activate cooperative networks among all Actors that, at different levels, play a role in the local reintegration system.

In this way it would be easier not only to provide information matching the target needs, but also to implement all necessary supporting actions.

The **Guidelines** are articulated in two main **Sections**, each one sub-disaggregated in different **Chapters**.

The first Section is devoted to a presentation of the variable and indicators useful to realise the **quantitative and descriptive analysis of the territorial area of reference**, so as to create a general framework of its social, economic and cultural aspects and to identify the structures and the services available. The function is therefore **descriptive** (valid for both formal structure – schools, employment centres, vocational training centres, guidance and counselling centres, etc.; and informal ones – sport associations, recreational places, etc.), concerning the *organizational analysis* of the structure providing the service (logistic features).

The second Section present a **Model** for the carrying out of **qualitative analysis** on the services identified on the local area. Obviously, the related function is **analytical**, aimed at verifying the qualitative level of the service offered by each structure, with respect to its nature and typology (formal or informal).

The Model of quali-quantitative analysis represents, on the whole, a working tool immediately adoptable. Thence, **in the Annexes** are available *documents and format of grids and questionnaires directly useable by operators interested*.

SECTION I – MAPPING AND DESCRIBING

In this section is proposed a **Model**¹ for the collection and processing of data useful to carry out the analysis of the territorial socio-economic context of reference, generally adopted within procedures aimed at *certificating structures providing guidance and counselling services*.

The whole range of **indicators** presented and the related guidelines included in the Annexes, are aimed at supporting the Centres and the Services in efficaciously planning and implementing their specific guidance and counselling activities.

For each indicator selected are provided also the possible levels of specification of the datum concerned (*disaggregated data*).

I. 1. Reading the territory

Indicators have been subdivided in four macro-areas:

1. **labour market**
2. **education and training**
3. **social disadvantage**
4. **location of the structure in the territory**

I.1.1 Labour market indicators²

Following (*see table below*) are reported the indicators referred to structures operating at both local and provincial level. In particular they concern the employment status of the potential users of the service.

¹ The Model refers to the outcomes of a survey realised by the *Italian Institute for the development of workers' professional training* (ISFOL), and is here proposed as a mere example. *See note 2*

² *Source: Collana "I libri del Fondo sociale europeo" pubblicata dall'ISFOL – Istituto per lo sviluppo della formazione professionale dei lavoratori, "Accreditamento delle sedi orientative" N. 3 "Raccolta degli idealtipi di procedure documentate e di strumenti gestionali per le sedi operative".*

Indicator	Description	Specification	Data source
Composition %: a) Population b) Labourforce c) Employed d) Unemployed	n. persons	For sex, age, qualification	Istat survey on FL (regional and provincial data)
Activity rate	Labourforce * 100 = Population in labour age	For sex, age, qualification	Istat survey on FL (regional and provincial data)
Employment rare	employed * 100 = Population in labour age	For sex, age, qualification, for typology of employment contract	Istat survey on FL (regional and provincial data)
Unemployment rate	Unemployed * 100 = Labourforce	For sex, age, qualification, and typology (searching first occupation, unemployed, other persons searching employment)	Istat survey on FL (regional and provincial data)
Unemployment rate with respect to time period	Unemployed with respect to time period searching employment = Total of unemployed	For sex, age, qualification	Istat survey on FL (regional and provincial data)
Rate of people employed by employment services	n. employed people n. people enrolled in employment services		

For all indicators it must be possible to verify the absolute and percentage variations occurred from one year to another.

I.1.2 Education and training indicators³

Following are reported the indicators referred to the average education levels of persons that use specific services. Also in this case they refer to structures operating at both local and provincial level.

Indicator	Description	Specification	Data source
Schooling rates for education level	n. enrolled for education level = Population in schooling age	For education level (primary, low, secondary, high, Upper)	Italian Ministry of education data
Schooling rates secondary education	n. enrolled in secondary school = Population aged 14-18	For typology of study (technical, professional, etc.)	Italian Ministry of education data
School abandon rates for education level	Enrolled that left the school for education level = Total of enrolled for education level	For education level (primary, low, secondary, high, Upper)	Italian Ministry of education data

For all indicators it must be possible to verify the absolute and percentage variations occurred from one year to another..

³ See note 1

I.1.3 Social disadvantage indicators⁴

Following are proposed the indicators needed to monitoring the incidence of the local labour market on disadvantaged people potentially interested to services available. Also in this case they refer to structures operating at both local and provincial level.

Indicator	Description	Specification	Data source
Incidence rate of social disadvantage	Disadvantaged people * 100 = Total population	For age, sex and typology of disadvantage not certified (immigration, ex prisoners, prisoners, ex drug addicted, etc.)	Istat
Incidence rate of handicapped people	handicapped people * 100 = Total population	For age and typology of handicap certified	Istat

For all indicators it must be possible to verify the absolute and percentage variations occurred from one year to another..

I.1.4 Location of the structure in the territory indicators⁵

Following are proposed the indicators useful to identify the structures potentially interested in the services supplied. Also in this case they refer to structures operating at both local and provincial level.

Indicator	Description	Specification	Data Source
Composition %: companies	N. companies for typology = n. total companies	For economic sector, dimension (n. human resources)	Istat
Incidence rate of structures	n. structures for typology = n. total structures	For typology of structure (employment centres, training centres), for typology of population target, for typology of service provided.	

For all indicators it must be possible to verify the absolute and percentage variations occurred from one year to another..

⁴ See note 1

⁵ See note 1

I.2 Preliminary variables

The work out of a tool useful to implement the analysis of the social, economic and cultural context within which are supplied services aimed at curbing the Young persons' education and training abandon, is begun from the identification of the **variables** that is possible associate to the phenomenon.

The panel proposed below refers to four **macro – categories** which define the “areas of influence” pertinent to school abandon and dispersion:

- 1. the local context**
- 2. the family**
- 3. the education and training system**
- 4. the individual**

It is necessary to consider, to ensure the mindful and targeted use of the information and tools presented in the Unit, that the whole range of categories, variables and indicators provided, do not exhaustively describe all possible factors causing the choice of leaving school and cannot suggest the whole range of interrelation among them, neither define their specific degree of incidence, since the relevance of each element is strongly diversified with respect to the national context concerned, the national local territories and, finally, the individual conditions of the young person.

I.2.1 The possible variables: the social context

With respect to the category “**social context**”, the panel of variables related to the young person's territory of reference, that could influence the choice of leaving school, are synthesised as follow:

- *Typology of context*
- *Social and economic conditions*
- *Infrastructures at local level*
- *Extra-school structures, equipments and supporting services*
- *Unemployment rate*

I.2.2 The possible variables: the family

Referring to the category “**family**”, the variables that can cause the young person’s direct denial of compulsory education and training pathways, are:

- *Behavioural difficulties, violence, alcoholism, etc (experienced within family context)*
- *Parents’ attitude towards studying*
- *Parents’ previous training experience and achieved education level*
- *Parents’ confidence in their own children’s capacities*
- *Parents’ participation to their own children’s school and training experience and related choices*
- *Economic conditions*
- *Employment state of family members and in particular of parents*

I.2.3 The possible variables: education and training system

The category “**education and training system**” is without doubts the most complex one. The variables that have been identified and proposed below, include quite a wide range of “common” elements that can help the definition of the qualitative level (efficacy and efficiency) of the service provided, irrespective of the Education and Training System adopted at national level. Nevertheless, a correct reading and understanding of the variables proposed cannot prescind from the consideration that the qualitative level of a service is strictly connected to the Model of System implemented in a Country.

The variables proposed are:

- *Organisational and structural factors (numerousness and location of education and training organisations; numerousness pupils/classrooms; turn over level of teachers; timetables; etc.)*
- *Richness of training supply*
- *Personalisation of training supply*
- *Appeal of methodologies and didactic materials*
- *Integration of drive, relations and experience-related aspects within pedagogic practices*
- *Quality of pedagogic, emotional and didactic relation between teacher and learner*
- *Presence of curricula favouring significant knowledge and competences for learners’ life*

- *Capacity to meet learners' guidance needs*
- *Connection between training supply and labour market*
- *Evaluation and awards systems*
- *Integration and co-operation among training bodies, families, local institutions, territory resources and civil society*
- *School-to work transition devices*
- *Training opportunities within working contexts*

I.2.4 The possible variables: the individual

The category “**Individual**” is more critical than the previous one, since the range of factors potentially causing the young person’s school abandon choice is as wide, complex and problematical as the personal experience can be. **The list of variables** following presented includes aspects that are not only predictable and presumable, but always included in the specialised literature and studies, both national and transnational, concerned with the phenomenon of school abandon:

- *Learning difficulties*
- *Gaps in basic grounding*
- *Poor self-esteem and self-confidence*
- *Lack of interest towards studying*
- *Willingness/need to go to work*
- *Previous training failures*
- *Willingness to be autonomous*
- *Perception of training context as binding and far from one’s own interests*
- *Difficulty to relate with teachers*
- *Consideration of school usefulness when building one’s own life success*
- *Lack of guidance as for the choice of the pathway to follow when moving from a training level to the next one*
- *Perception of studying as a mainly theoretical activity having no link with concrete experience*

- *Quality of relationships with school mates*
- *Difference between registry age and actually attended class, caused by delays and year-repeating*

I.2.5 A few current intervention strategies

To complete the description of the whole of “*basic aspects*” to be considered when designing a qualitative and quantitative analysis of the structural, organisational and systemic characteristics of a territorial area, below is reported a synthetic scheme of a few **intervention strategies** adopted in different national contexts, with different levels of efficacy and efficiency, related to each one of the categories identified and consistently with the variables associated to each.

<i>Category</i>	<i>Intervention strategies</i>
Individual	<ul style="list-style-type: none"> - Empowerment - Counselling - Guidance / Information - Valorisation of informal competences - Income support - Mobility - Traineeships and placements
Family	<ul style="list-style-type: none"> - Income support - Tax relief - Counselling
Education and training system	<ul style="list-style-type: none"> - Timetables (flexibilisation) - Pathways personalisation (training / assessment) - Project work (Pilot Projects training) - Work-linked training - Vocational training circuit - Apprenticeship / Training – Work - Training vouchers - Second-chance schools - Pedagogic methodologies - ICTs - Trainer / Facilitator training - Individual mentors and tutors
Local context	<ul style="list-style-type: none"> - Infrastructures improvement (school building /transport) - Measures against off-the-book work - Programmes for integration into the labour market - Involvement of Third Sector - Involvement of Social & Health Services

I.3 From variables to indicators: the process

In the following notes we present the results of the process activated in order to identify, starting from the pre-selected variables, the *panel* of **indicators** useful to realise the quantitative analysis of the social, cultural and economic context of a territorial area. First of all it is necessary to underline that, given the descriptive nature of this Section of the Model, focused on the gathering of statistical data, it will not be included the variable “**individual**”, while the others have been partially integrated and grouped. The aim of the survey is collecting information either general (socio-economic) of the context of reference, and detailed, that is, useful to “picture” all services available on the local territory considered.

Thence, the whole of indicators proposed below have been articulated in **three macro-categories of variables**, each one subdivided in additional detailed variables to which have been associated specific indicators:

1. Local context
2. Education and Training System
3. Family

I. 3.1 Local Context: from variables to indicators

The macro-category **Local Context**, has been subdivided in the following variables:

- *Social and economic conditions*
- *Infrastructures at local level*
- *Extra-school structures, equipments and supporting services running specific activities addressed to dropouts*
- *Unemployment/employment rates*
- *Features of Labour Market*
- *Presence of “illegal” opportunities*
- *Presence of “Youth culture gangs”*

I. 3.2 Education and Training System: from variables to indicators

The macro-category Education and Training System has been subdivided in the following variables:

- *Citizens' levels of schooling and education*
- *Organisational and structural factors*
- *Richness of training supply*
- *Personalisation of training supply*
- *Appeal of methodologies and didactic materials*
- *Integration of drive, relations and experience-related aspects within pedagogic practices*
- *Quality of pedagogic, emotional and didactic relation between teacher and learner*
- *Presence of curricula favouring significant knowledge and competences for learners' life*
- *Capacity to meet learners' guidance needs*
- *Evaluation and awards systems*
- *Integration and co-operation among training bodies, families, local institutions, territory resources and civil society*
- *Connection between training supply and labour market*
- *School-to work transition devices*
- *Training opportunities within working contexts*

I.3.3 Family: from variables to indicators

The macro-category Family has been subdivided in the following variables:

- *Family nucleus composition*
- *Behavioural difficulties, violence, alcoholism*
- *Parents' attitude towards studying*
- *Parents' previous training experience and achieved education level*
- *Parents' confidence in their own children's capacities*

- *Parents' participation to their own children's school and training experience and related choices*
- *Economic conditions*
- *Employment state of family members and in particular of parents*
- *Cultural and Religious differences and specificities*

I.4 The indicators and the model

Here are provided, for each macro category identified, the specific **indicators** connected to the variables indicated in the previous paragraphs. It is necessary to underline that, since the aim is to design a quantitative analysis, not all variables have been considered, but only the ones for which it has been possible to collect statistical data.

I.4.1 The local context: Indicators

VARIABLE	INDICATORS
<p>SOCIO-ECONOMIC CONDITIONS</p> <p><i>Number of alcohol abusers assisted by health services and rehabilitation services</i></p>	<ul style="list-style-type: none"> - Inhabitants disaggregated per age groups and sex - Age Dependency (ratio between population under 15 and over 65 and population from 15 to 65) - Population density (ratio between total population and surface area) - Immigration rate (ratio between immigrated inhabitants and total population) - Number of drug abusers assisted by health services and rehabilitation services
<p>INFRASTRUCTURES AT LOCAL LEVEL</p> <p><i>Ratio between Parish Youth Clubs and total population</i></p> <p><i>Types of "open air" gathering places (squares, streets, parks, etc.)</i></p>	<ul style="list-style-type: none"> - Ratio between bar, discotheques, pubs, amusement arcades, video arcades (and other services) and total population - Ratio between Sport Centres and total population - Ratio between voluntary associations supporting dropouts and total population
<p>EXTRA SCHOOL STRUCTURES, EQUIPMENTS AND SUPPORTING SERVICES ADDRESSED TO YOUNG DROPOUTS</p>	<ul style="list-style-type: none"> - Number and types of Social Services (public and private) - Number of Employment Services - Number of Second Chance Schools - Number of private Training Centres - Number of Counselling Services - Number of Social Co-operatives - Number of Family Consultories

<p>EMPLOYMENT/UNEMPLOYMENT RATES</p> <p><i>Long-term* unemployment rates (ratio between unemployed and actively seeking work persons as a percentage of the labour force) *(> 12 months)</i></p>	<ul style="list-style-type: none"> - Activity rates disaggregated per sex and age groups (ratio between the labour force as a percentage of the population of working age [from 15 to 64 y.o.]) - Inactivity rates disaggregated per sex and age groups (ratio between inactive population and total population [0-14 and > 65 y.o.]) - Employment rates disaggregated per sex and age groups (ratio between persons in employment as a percentage of the population of working age [from 15 to 64 y.o.]) - Unemployment rates disaggregated per sex and age groups (ratio between unemployed and actively seeking work persons as a percentage of the labour force) - Youth unemployment rates (ratio between unemployed and actively seeking work young persons of 15-24 y.o. as a percentage of the labour force of the same age) - Number of persons registered in the employment lists disaggregated per sex and age groups (ratio between persons 15 to 64 y.o. registered and active population)
<p>FEATURES OF LABOUR MARKET</p>	<ul style="list-style-type: none"> - Entrepreneurial Vocation of the area (Number of enterprises and companies for sector of activity). - Number and type of current devices for youth job insertion (e.g. in Italy Piani di Inserimento Professionale – PIP) - Number and type of current financial instruments for youth enterprise creation (e.g. in Italy Prestito d’onore) - Number and type of current devices and financial instruments for job insertion of young dropouts (Y/N – which ones)
<p>PRESENCE OF “ILLEGAL” OPPORTUNITIES</p>	<ul style="list-style-type: none"> - Incidence of black market turnover on the legal market turnover
<p>PRESENCE OF ORGANISED CRIME (“YOUTH CULTURE GANG”)</p>	<ul style="list-style-type: none"> - Number and type of crimes reported to the local police forces (ratio between the number of crimes reported and the total population) - Youth crime rate (ratio between youth under 18 reported to the police and the total population of the same age group)

I.4.2 Education and training system: Indicators

VARIABLE	INDICATORS
CITIZENS' SCHOOLING AND EDUCATION LEVELS	<ul style="list-style-type: none"> - Schooling rates (enrolment and attendance of the official age-group for a given level of education expressed as a percentage of the corresponding population) - Dispersion rates (Students leaving with a formal communication, except the ones transferred to other schools, + students not evaluated at the end of the year for having not attended the majority) - N. of the lessons + repeaters + students not evaluated at the end of the year for reasons unknown + failed students, for each school grade) - Abandon rates (students not evaluated at the end of the year for having stopped attending the running school year, without a formal communication + students not evaluated at the end of the year as having never attended lessons although enrolled to the school year, for each school grade) - Repetition rates (proportion of students from a cohort enrolled in a given grade at a given school-year who study in the same grade in the following school year)
ORGANISATIONAL AND STRUCTURAL FACTORS	<ul style="list-style-type: none"> - Students-Teacher Ratio (average number of students per teacher at a specific level of education in a given school year) - Students-Classrooms Ratio (number of students enrolled/number of classrooms available per type of school and school level) - Staff turnover
RICHNESS OF TRAINING SUPPLY	<ul style="list-style-type: none"> - Number and typology of Schools existing in the area. - Number and typology of Vocational Training Centres existing in the area
SCHOOL-TO WORK TRANSITION DEVICES	<ul style="list-style-type: none"> - Number of Apprenticeship or Training contracts

I.4.3 The family: Indicators

VARIABLE	INDICATORS
FAMILY NUCLEUS COMPOSITION	<ul style="list-style-type: none"> - n. family nucleus on the basis of the number of cohabiting persons - n. families with children on the basis of the number of children - n. families mono/bi parental

I.5 The Model: finally...

The definite design of the reference **Model** to carry out a **descriptive analysis** on cultural and socio-economic features of a territorial area, has been worked out grouping the range of indicators and variables till now described, under **two** macroareas:

1. **General Context**
2. **Local Education and Training system**

The first includes all indicators related to the variables: *Socio-economic conditions, Features of the Labour Market, Local Infrastructures, Legal-Illegal statistics, Extra-school structures, equipments and supporting services.*

The second implies all indicators related to variables: *Citizens' schooling and education levels, Education and training structures.*

In the Annexes associated to the Guidelines, is proposed the Scheme synthesising the **Model**, adoptable on a local context of small-medium dimensions.

SECTION II – ANALYSING, UNDERSTANDING AND AVALUATING

The whole framework of the Model proposed follows a logic consistent with the **general hypothesis** that has shaped the process of its working out and development. Thence, to full understand the usefulness of contents exposed in the present and following chapters and paragraphs, and of the tools available in the Annexes, below is synthesised the principle on which the model is based:

It is possible to assume that the attractiveness that Young in general and Young dropouts in particular, ascribe to the informal gathering places, (if compared with the institutional and formal structures), is due to specific organizational choices and to qualitative factors that characterise the services offered. Examples can be:

- *their easier accessibility and flexibility (either under the economic and the timetable aspect);*
- *the scarce formalization of both admission rules and services enjoyment they establish;*
- *the wider opportunity they offer to users to establish relationships, as meeting places;*
- *the absence of a formal request of high performances aimed at the achievement of specific results;*
- *the opportunity to establish “qualitative” relationships based on socially accepted and shared behaviours and not on hierarchizations.*

A further important aspect that has to be considered when analysing the quality level of a service, in particular if it is addressed to specific and problematic users, is its *real capability of communicating efficaciously the opportunities it offers*.

A service, in fact, being so, does not “exist” if it does not manage to make itself “visible” and “understandable” to the potential users. At this regard, we report the other hypothesis on which the Model has been designed and developed:

The information and communication strategies usually adopted by and within informal contexts, towards the potential users, reach levels of effectiveness higher than the ones generally used by Institutional or formal services, since the previous ones adopt channels, codes and contents tailored on the target’s expectations, needs and cognitive styles.

The organisation, management and realisation of an appropriate promotion and advertising strategy can provide not only the necessary visibility to a service but also defines its quality level, since a “good communication”:

- makes the user in the condition of understanding and welcoming the offer;
- transfers the information of the existence of a functional and sensible system which indirectly confirms the reliability and the truth of the service itself;
- supports the service in proposing itself better and better and spurs it “to keep the promise”.

II. 1 Preliminary analysis: areas and tools

Once again, a preparatory field working phase must be devoted to a collection of data on formal and informal structures located in a given territory, before assessing the effectiveness and the quality of services provided. On the basis of the assumptions proposed, following are presented the macro-areas (and related specific contents) that have been considered during such survey⁶:

Area 1 - Logistics

Area 2 - Timetables

Area 3 - Accessibility

Area 4 - Services provided

Area 5- Transports

Area 6 - Visibility

Area 7- Staff

Area 1 – Logistics

General considerations	Themes of analysis
<p>The logistic organisation of spaces, their typology and use allowed to the target, are aspects relevant to the definition of the quality level of the service supplied.</p> <p>The environment within which the service is supplied, is very important.</p> <p>It contributes to rise feelings and behaviours of acceptance or refusal on user's side. Generally the availability of a variety of spaces, each equipped for a specific activity, is a quality indicator for every typologies of potential users.</p> <p>The analysis of logistics is based on the assumption that the diversification and dimension of spaces proportional to the range of services supplied, implies the offer of a wide range of opportunities and, so, a service as much complete and articulated as possible.</p>	<p>The present area of analysis implies the understanding of what is regarded a “usable space” (for example: rooms for the realisation of formal activities as training; meeting spaces as halls or corridors; transit areas as bathrooms, archives, cloakroom). The analysis of the kind of spaces available within a specific structure, can include a <i>range</i> of questions aimed at creating a list of the number and/or typology of:</p> <ul style="list-style-type: none">- open-close rooms/areas/spaces/ available;- infrastructures and equipments;- areas and places regularly controlled and inspected;- financing sources that allow the use and maintenance of the structure.

⁶ The collection of data can be realised through direct interviews or questionnaires. It is advisable the use of structured or semi-structured grids, of which prototypes are provided in the *Annexes* to these Guidelines (*see: Interview grid Formal/informal structures: description and analysis of Services addressed to young dropouts*).

Area 2 – Timetables

General considerations	Themes of analysis
<p>The flexible accessibility to a structure and the flexible use of the services supplied, highlights plainly the willing to welcome, understand and meet the needs of a wide range of different users.</p> <p>Timetables concentrated in specific moments of the day and, so, not really flexible, can exclude specific typologies of users. In the case of young dropouts, for example, very often the timetables proposed by institutional training and informative services do not match with their life styles.</p> <p>Thence, the analysis of this area is based on the principle that the timetable planning must to take into account the target group and, so, the more diversified the access is, the wider will be the range of users that could take advantage from the service supplied.</p>	<p>The timetable flexibility is another important factor for the quality level of whatever kind of service.</p> <p>The analysis will have to answer to the aim of identifying:</p> <ul style="list-style-type: none"> - the “regular timetables” within which the access to the structure is allowed (daily and weekly opening programme); - the articulation of time slot of entrance <i>per</i> typology of service supplied (with respect to daily and weekly opening programme); - the possible offer of further services different from the ones planned (for example the identification of specific time slots within which is allowed the access not to benefit of the services supplied, but “informally”, as mere meeting place). <p>The <i>range</i> of questions could include:</p> <ul style="list-style-type: none"> - opening times and typology of service associated; - nature of spaces, time slots to access to them, typology of service associated; - flexibility of time slots access <i>per</i> typology of service; - opportunity to use infrastructures with finalities different from the planned services supplied and associated time slots; - peaks of frequency related to each typology of service, per time slots and users’ range.

Area 3 – Accessibility

General considerations	Themes of analysis
<p>The scarce formalisation of norms regulating the access and enjoy of facilities can positively determine its use by client groups.</p> <p>Accessibility is another factor to be considered since it highlights the nature of the principle of users' selection chosen by the structure.</p> <p>In addition to socially accepted behavioural codes, valid for both formal and informal contexts, the institutional structures tend to adopt regulations based on a strict hierarchizations of interpersonal relationships.</p> <p>The discriminant to be evaluated in analysing this area, is if to the adoption of these codes and rules is associated or not a function of <i>pre-exclusion</i>.</p>	<p>Many structures, formal or informal, foresee norms regulating not only the use of spaces but also their access: with respect to their nature, in fact, they can ask, to admit users, the payment of fees for enrolment, entrance or joining; the observation of fixed behavioural codes; or, sometimes the observation of a specific “dress code”.</p> <p>A few of these regulations, for example the behavioural code, are consistently with the mutual respect of cultural values socially recognised; others, instead, can be perceived as restrictions (the dress code, for example, when it is compulsory) that are functional to pre-select the client group.</p> <p>In the last case, it is advisable to refer to the specific typology of facility and place considered: if, in fact, we are dealing with public places, the dress code would represent a peculiar management choice and, very probably, the target here concerned (young dropouts) will not be included among the users to whom the structure refers. In the other case, instead, the “indication” of permitted, or not, clothing, can be regarded within the framework of general respect of codes aimed at ensuring the basic principles of living within a social community.</p>

Area 4 – Services

General considerations	Themes of analysis
<p>A structure supplying a wide range of facilities can be, but not necessarily, considered more attractive.</p> <p>Also in this case, the analysis will be ordered to investigate if does exist a right balance between the variety of the offer and the reliability with which this offer is supplied.</p> <p>Very often, in fact, a specialised service of high quality is considered, by users, better than a more diversified but too standard one.</p>	<p>The survey will be aimed to create a “profile” of the typology of services supplied, associating them to other factors that can determine their qualitative level. The themes of analysis would include:</p> <ul style="list-style-type: none"> - description of the service (aims, objectives, target) - number of venues available and their location on the territory - entrance regulations (free of charge or not) - accessibility regulation - users' frequency - application of systems of internal monitoring of the service - adoption of systems of external assessment of the service.

Area 5 – Transports

General considerations	Themes of analysis
<p>The capability of a structure of widely meeting the needs of the local territorial area within which it works, is important.</p> <p>Many potential users' range, in fact, for different reasons, are not in the condition or, as in the case of young dropouts, are not used or willing to move from their own dwelling places and tend to satisfy their different needs within a bound territorial area.</p> <p>So, the location of a structure can represent an important starting point to define a few relevant aspects concerning, in particular, the category of users we study (young dropouts), and the quality of the services addressed to them</p>	<p>Where a structure is located is a factor that must be evaluated with respect to the service it supplies and, so, to the typology/typologies of target to whom it is addressed, since, through its location, it is possible to determine if:</p> <ul style="list-style-type: none"> - the structure “plugs a gap” on the local territory. For example supplying facilities not available neither in a given area nor in its proximities, so that it can recall users coming from a wider territorial area; - it is easy to reach and so it can “attract” also the users less inclined to move. <p>To integrate the aspects abovementioned, it is also to be considered that, dealing with young dropouts and restricting the analysis to small areas, <u>the strategic location</u> (first point) of a structure <u>and its easier reaching</u> (second point), are factors that can determine the representativeness of the structure as a meeting point for specific range of users.</p> <p>Thence, it will be appropriate in this part of the survey, to analyse the areas of provenance of the users, investigating, for example, if they dwell in the same area of the structure or in the neighbouring ones.</p>

Area 6 – Visibility

General considerations	Themes of analysis
<p>A service, being so, does not “exist” if it does not manage to make itself “visible” to the potential users, if it does not manage to efficaciously transfer and make understandable what it supplies.</p> <p>The promotion and advertising strategies adopted can have a strong impact on the accessibility and availability of a service.</p> <p>As mentioned in the introduction to this Unit, the organisation, management and realisation of an appropriate promotion and advertising strategy, can provide not only the necessary visibility to a service but also defines its quality level, since a “good communication”:</p> <ul style="list-style-type: none"> - makes the user in the condition of understanding and welcoming the offer; - transfers the information of the existence of a functional and sensible system which indirectly confirms the reliability of the service itself; - supports the service in proposing itself better and better and spurs it “to keep the promise”. 	<p>The elements that can invalidate the effectiveness of the informative strategy implemented by a service, can have different natures:</p> <ul style="list-style-type: none"> - inadequacy of financial resources invested for its creation and realisation; - weak competence of the professional profiles employed; - adoption of linguistic codes and advertising channels suited neither to the characteristics of the target neither to its living styles; - realisation of standardised campaigns that do not reach properly the direct target; - realisation and dissemination of standardised promotion materials not suited to target’s cognitive and cultural features (not fully understandable); - application of standardised and conventional informative practices that do not reinforce the visibility of the service; - underestimation or absence of systems of evaluation of the efficiency and efficacy of the campaign

	<p>realised.</p> <p>The survey within this specific area is aimed at recreating the whole process of work out and realisation of promotion and divulgation activities by a structure side, taking into account the abovementioned aspects.</p> <p>The discriminant, in this case, will be represented by “to what extent” and “in which way” dissemination materials, channels and practices (for example where materials are divulged or put up), are conceived and produced beginning from the analysis of target’s social, cultural and cognitive profile.</p>
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Area 7 - Staff

General considerations	Themes of analysis
<p>The competence, of the human resources employed in a structure supplying specific services to different typologies of users, of establishing effective communication behaviours and relations, represents a critical point for a service.</p> <p>In general, the institutional services use reduced staff and professionals that do not have the right range of competences to manage relationships with specific target groups as young dropouts. On the other side, despite also the informal structures do not have such expertise, they succeed in establishing, with young persons, relationships functional to shared objectives.</p> <p>The discriminant, in this case, is in the diverging level of awareness, knowledge and understanding that formal and informal structures have of needs and problems related to specific categories of users.</p> <p>Essentially, the formal ones, in spite of holding more theoretical competences, actually adopt communication and relation behaviours based on the institutional role they represent. The informal ones, instead, in spite of not being completely or necessarily aware of target’s characteristics, work within a context that helps the adoption of behavioural modalities actually perceived by young persons as closer to them.</p>	<p>The Operators working with young persons, especially the ones dealing with dropouts, usually have not received a specific training aimed at providing them the proper skills to efficaciously manage this relationship.</p> <p>Despite of the partial inadequacy of their competences, these operators deals with this specific target group and, so, it is very important collect information on:</p> <ul style="list-style-type: none"> - quantity of the staff working within each structure identified; - detailed description of tasks and jobs of the staff; - requalification and continuous learning strategies; - staff turnover level.

II.2 Focus on formal and informal services features

Consistently with the model of *quali-quantitative analysis* applied to facilities available on a local area of reference, there will be here explained contents regarding the realisation of an **analytical description** of services supplied. The aim is to collect information useful to determine their **qualitative level**.

We will consider either structures characterised by high levels of formalisation and institutionality (schools, employment, counseling centres, etc.) and the ones working with respect to more informal organisational paradigms and processes (sports associations, recreational places, etc.).

The Chapter has been articulated in two macro-sections:

1. Analytical description of formal services
2. Analytical description of informal services

II. 2. 1 Analytical description formal services: areas and tools

The macro-areas of this part of the survey⁷, the applicability of which is valid for both typologies of structures with slight differences, are:

Area 1 – Context

Area 2 – Human Resources

Area 3 – External/internal assessment

Area 4 – Informative material

Area 5 – External communication

II.2.1.1 Formal services: the context

The information concerned with this area are focused on either the level of knowledge and awareness that structures hold of the school abandon phenomenon on the territorial area within which they operate and of young dropouts' socio-cultural background; and the modalities they adopt to relate to this target group.

⁷ The data collection can be realised through direct interviews or questionnaires. It is advisable the use of structured or semi-structured grids, of which prototypes are provided in the *Insights* related to the present Unit (see: *Interview grid Formal services and related "Protocol"*).

The survey focus is to highlight the range of perceptions (and the knowledge) held by the interviewed, on:

- the incidence of the school abandon phenomenon on the local area;
- the percentage of young dropouts benefiting from the service supplied;
- modalities adopted by the service to meet target's needs;
- target's common behavioural modalities when approaching the service (level of awareness of own needs; capability in communicating with the service; common verbal and non verbal behaviours, etc.);
- aspects that combine or diversify young dropouts to young of the same age not a risk of exclusion.

II.2.1.2 Formal services: Human resources

To deal with specific and difficult target groups as young dropouts, the employment of professionals is a factor particularly relevant to assess the service quality level.

Thence, the survey will be aimed at define:

- if the structure employs specialised operators;
- the range of main difficulties encountered by operators in relating with the target, and associated solutions adopted and validated;
- the range of specific competences requested to an operator working with young dropouts (typology of qualifications, communication and relation skills).

II.2.1.3 Formal services: External/internal assessment

To plan and implement measures of external evaluation and internal monitoring is another aspect to be considered to assess the reliability of a structure. In this case, the survey will concern:

- the existence of a plan identifying measurable goals;
- if the structure adopts specific systems to verify and measure the outcomes achieved through the service supplied and, in case, which ones;
- if the structure foresees systems or measures to follow young persons after they have benefited of the service supplied;

- if the structure foresees methods and tools to make the target evaluate the service supplied to them;
- the level of efficacy and efficiency perceived internally by the structure (*self-assessment*) in meeting young dropouts' needs.

II.2.1.4 Formal services: Informative material

The definition of the quality level achieved by a service depends also on the effectiveness and efficiency of the supporting material used, mostly to provide the *client group* with information targeted on the needs it has expressed.

In this case the survey activities will be aimed to determine if the informative material addressed to young dropouts:

- has been worked out and produced *ad hoc* (considering target's own characteristics and needs);
- has been selected among the materials usually adopted towards a wider and closer typology of users (young at risk of social exclusion);
- is standard and so addressed to all categories of users.

To integrate the information presented in the previous slide, it will be useful to consider also some aspects concerning the features of the informative material adopted by the structure. In particular:

- the existence of a strategy for the evaluation of the efficacy of materials addressed to both specific targets and users in general;
- principles and indicators on the base of which the informative material is being worked out and selected (for example, conciseness of the message and its potential impact on the target, graphic effectiveness and attractiveness, easiness of use, etc.);
- typology of materials evaluated as more effective, and why;
- typology of materials evaluated as less effective, and why.

II.2.1.5 Formal services: External communication

Still considering the promotion and advertising activities planned by a service, it is also important to verify:

- if the structure adopts strategies addressed specifically to young dropouts;

- if the structure uses methods to identify elements and modalities particularly effective to get young dropouts' attention (for example, peculiarity of tools selected and messages worked out).

It remains to underline that all data pertaining this area of the survey are aimed at identifying the **modalities** through which the target receives information on the opportunities available on the territory, for example:

- by information local networks activated by the service itself;
- by word – of – mouth advertising among users.

II.2.2 Analytical description informal services: areas and tools

While realising a survey focused on young dropouts, passing from the formal structures to informal ones, **it is necessary to take into account some substantial aspects**, on which design contents and assumptions of the analysis:

- on one side, at least theoretically, the institutionalised services, (the ones that for mission address to disadvantaged categories and, among them, young dropouts), hold high levels of awareness on the school abandon and dispersion phenomenon and, so, on the related specific target;
- on the other, the services working in organizational contexts with low levels of formalisation, with respect to the general informality which characterise them, hold practices on average more effective to set up communication and relational connexions with young dropouts.

The general aim of the survey concerning the two organisational systems considered, is not to underline the elements that differentiate them, but to highlights their complementary aspects, so as **to identify the effective practices that can be transferred from a system to the other, under a logic of integration.**

Thence, the outcomes will have to be read and understood in order to improve the effectiveness of the practices adopted by institutionalised services, by including those effective elements tested within informal contexts.

The macro-areas identified to carry out the analysis⁸ of the structures adopting informal organizational paradigms and processes, are similar to the ones already considered for the structures characterised by high level of formalisation.

The main differences are in the typology of information foreseen for each category. By synthesis:

Area 1 – Context

Area 2 – Human resources

Area 3 – External/internal assessment

Area 4 – Internal communication modalities

Area 5 – External communication. Informative material

II.2.2.1 Informal services: the context

Taking into account that the structures here considered, are not requested to have a deep knowledge of users' features, but, actually, they adopt communication models facilitating the exchange of information on/with the *client group*, the questions would concern:

- typology of users that usually frequent the structure (referring in particular to young and their range of age);
- modalities through which the structure (the staff) collect and exchange information on young users (for example, direct an personal contacts, networks with local operators working with young persons, etc.);
- factors and aspects that can persuade young to choose that structure and not another (for example, elements of attractiveness may be: absence or scarcity of rules, timetables flexibility, pleasantness of spaces, realisation of social activities, etc.).

II.2.2.2 Informal services: Human resources

As far as the analysis of the staff employed is concerned, questions would pertain:

- typology of employed staff;
- staff employed dealing specifically with young users;

⁸ The data collection will be realised through direct interviews or questionnaires, using structured or semi structured interviews, of which prototypes are provided in the *Insights* related to the present Unit (see: *Interview grid Informal services and related "Protocol"*).

- communication modalities adopted by the staff with young users;
- possible difficulties encountered in establishing relationships with young users and related solutions tested and validated.

II.2.2.3 Informal services: External/internal assessment

Also in the case of informal structures, it is important to verify the adoption of systems for the external assessment and internal monitoring of services supplied, taking into account that, in general, their use of this methodological practices is not requested. *In case*, the areas of analysis would concern:

- the existence of a strategy for the assessment of the efficacy and approval of the service by target groups;
- effectiveness of the solutions proposed by the service to meet users' needs (in particular: young needs and which are the aspects considered more and less effective);
- modalities carried out to come to know the users' opinion on the effectiveness and efficiency of services supplied;
- aspects identifiable as good practices (which ones and why).

II.2.2.4 Informal services: Internal communication modalities

Given the nature of informal structures, in this area of the survey will be focused aspects related to the typology and modalities of relationships that, within the structure, are established with the *client group* (in particular the *young* one), in order to collect information on the general elements that characterise the communication behaviours it adopts. For Example:

- which are the communication aspects that mostly differentiate young from adults in establishing relations with individuals of the same age and among each other;
- which can be the communication and behavioural elements that differentiate young at risk of exclusion from their peers (for example if the first show to have more difficulties in setting relations with groups of peers or adults);
- what are the main differences characterising the relational modalities that young at risk of exclusion adopt among them, and towards/with other young and adults..

II.2.2.5 Informal services: External communication. Informative material

When analysing the promotion and advertising strategies applied by informal structures to divulge information on services supplied, the pattern of possible questions may regard, for example:

- elements mostly considered in developing a promotion strategy on the service (users' typology, range of age, typology of informative material, local dissemination actions);
- *criteria* and indicators used to choose and work out advertising and promotion tools and materials;
- practices, tools, products and messages that succeed more efficaciously to reach the young target, and why.



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