Acronym: EQAVET for Inclusion
EQAVET for Inclusion and Prevention of Drop-out in
Vocational Education

Project Number: 2021-1-SE01-KA220-VET-000033282

Report on the present status of inclusion and prevention of drop-out in VET

RESULT 1

Summary report of partner research on vision and policy regarding drop-out prevention and attention areas related to EQAVET indicator 8 and input for R2

Revalento, Berkel-Enschot

November, 2022

Content

Introduction

The Erasmus+ project "EQAVET for Inclusion" intends to elaborate a holistic approach to inclusiveness and prevention of drop-out. This will be done by providing guidelines how to include both aspects into the quality assurance system of VET schools according to the EQAVET standard and the implementation of Indicator 8: prevalence of vulnerable groups.

The three years project started in 2021 and consists of the following partnership:

Colegiul Mihai Eminescu don Soroca (Moldova); Dimitra Education & Consulting SA (Greece); Ilmiolavoro (italy); Rinova Malaga Sociedad Limitada Unipersonal (Spain); Stiftelsen Kursverksamheten Vid U-Auniversitetet (Sweden and coordinator); Uffficio Scoilastico Regionalee Per Il Veneto (Italy; Vinnytsia State Mykhaylo Kotsyubynskly Pedagogical University (Ukraine) and Van de Winkel Consultacy BV (The Netherlands)

To achieve the objective the project will undertake several steps. First, an analysis of the current status of inclusion and prevention of drop-out in the different partner countries. This will generate an overview of those aspects (guidelines) which contribute to inclusiveness and prevention of drop-out. An elaboration of an online assessment tool based on these aspects, as well as a training program for its use is foreseen in the different stages of the project. Last but not least policy recommendations will be developed for local/regional authorities supporting VET in their strive toward inclusiveness.

This report summarises the main findings and conclusions which are relevant for the next step of the project: the creation of an online digital tool for self-assessment of inclusiveness and drop-out prevention addressing areas of interest that need to be covered in this assessment tool. The report has a clear function and position in the development process of Result 2. Therefore, the report does not intend to summarise each partner's national situation on drop-out prevention nor is it a detailed summary of each of the chapters of all these reports. For a more detailed description of the different national contexts the reader is referred to the separate research reports of each partner country.

Information in this report is based on elaborate interviews (>75), intensive desk research and feedback from focus groups as described in the country reports of the individual partners.

Berkel-Enschot

November 2022

1. Definition of the project target group

Since the project is about EQAVET initially, at the kick-off meeting, partners have concluded that the project will address specifically the IVET segment of education:

- For young people in the age of 16 to 24 at the start of their career;
- Post-secondary education (so NO VET programs within upper secondary education)
- Initial vocational education (programs of 2 to 4 years of duration)
- Format of full time education and/or work based learning programs
- EQF levels 2 – 4 therefore including only mid-level IVET targeting the most vulnerable students

However, as a result of the research and the position IVET has in different countries, it was decided at the second transnational meeting of the project in Mestre (October 6th 2022) that those IVET programs offered in secondary education in some partner countries (for example in Sweden) also need to be included in the project since EQAVET is also developed to arrange for quality assurance in this part of education. This has some consequences for our definition of the primary and secondary target group:

Primary target group: the target group our tools and instruments will be of direct use for: teachers, school managers and administrates of IVET schools as well as those schools for secondary education which have IVET programs on offer.

Secondary target group: the group which will be affected by measures taken by the school (as well as local / regional authorities) about supporting the school career: the students (and their parents) more specifically in the age range of 16-24.

Conclusion: As a consequence during the development of the guidelines and assessment tool it is important to take into account that the developed materials need to be applicable in both type of schools (secondary education school as well as IVET). Also, it is important to notice at this point that the project needs to take into account that a part of our secondary target group is still following compulsory education and a part that is not any more. Both parts of the secondary target group need to be covered by the material the project will develop.

2. Inclusiveness: what do we mean by that?

In the proposal of the project the concept of inclusiveness has been strongly linked to indicator 8 of the EQAVET quality model: the prevalence of vulnerable groups in the educational systems. This means at national level:

- Percentage of participants in VET classified as disadvantaged groups (in a certain region or catchment area) according to age and gender;

- Success rate of disadvantaged groups according to age and gender (compared to non-disadvantaged groups)

The use of the word inclusiveness in this context simply refers to the idea that all potential learners should have access and have equal chances of success in their school career. No one, no group should be excluded. Such statement at national level means that schools need to be able to provide background information for policy decision-making at VET-system level (meaning a very adequate and elaborate monitoring system for provision of this input). They also need to provide support access to VET for disadvantaged groups as well as adapted training provision (guidance and support) for disadvantaged groups.

Within this project however the partnership will focus on a more elaborate meaning of inclusiveness : referring to the underlying characteristic climate, vision and policy of a school which arranges for the above mentioned inclusiveness. Going one step further: inclusiveness of the student as a person, offering development opportunities for all sorts of talent even outside the core curriculum. An attractive school in which in general teachers, learners as well as parents are proud to be part of. Ambitious but not unrealistic. This interpretation of Inclusiveness will be used as an inspiring anchor point for the development of the guidelines. Such a vision on inclusiveness also has a strong impact on improving the image of education.

3. Current position of NEET

In this chapter some main characteristics will be presented regarding young people without any qualification and who neither are participating in education nor in training (NEET). It is estimated that in Europe 5,6 million young people in the age range of 18-24 fall into this category. The results presented in the individual country reports of Greece, Italy, Moldova, Sweden and Ukraine are combined and reduced to general findings regarding prevalence and current position described below.

As to prevalence of NEET. The different country reports indicate that within the age group between 15 to 24 years of age the percentage of NEET youngsters varies between 14% to 30% of that part of the population. Drop-out ratios are higher, taking into consideration that part of the drop-out youngsters return to some form of education later on. Statistics presented show gender differences in composition of the NEET group between countries. The percentages presented differ per country from almost equal for male and female to dominantly female. Also the percentage of NEET seem to reflect regional economical characteristics. Less prosper regions tend to have higher percentages of NEET. Also in general, the prevalence is highest in the urban regions.

Roughly the NEET share the next characteristics:

- The majority has a diploma of upper secondary education;
- The minority has not completed compulsory education;
- In general they are supported by their own family (financially / living);
- The majority is unmarried;
- The majority is unemployed, and 25% of this group is long-term unemployed;
- The majority has a pessimistic view on education, the political system and the government;
- Their main desire: have a paid job (and are even willing to migrate to get one).

4. Barriers mentioned in National and Regional Policy

This chapter summarises the strong points as well as improvement suggestions made by different participants during the interviews and focus groups regarding the current national and regional policy. The policy context schools need to deal with can be supportive or additional barrier when working on drop-out prevention and inclusiveness. For a detailed description of the actual current policy in the partner countries the reader is referred to the individual country reports. The results presented in this chapter will be of use for the development of policy recommendations (R5 of the project).

4.1 National policy level

The following strong points and improvement suggestions have been made:

- Development of common vison on problem and solutions (inclusive education);
- Use a multidisciplinary (and individualised) approaches; stimulate links between schools and experts / support networks;
- Develop multifaceted solutions for schools, parents, students;
- Enhance greater involvement of regions in the development of a drop-out policy
- Better spread of means to system, students and parents; develop a policy to increase parent involvement;
- More research as to the back ground of drop-out; better monitoring;
- Cooperation with the labour market for better education as well as design of alternatives;
- More resources (money, time expertise); increase attractiveness of education
- Facilitate psychosocial and cognitive support in schools;

4.2 Regional policy level

The following strong points and improvement suggestions have been made:

- Arrange a coherent and consistent monitoring strategy of all students (including drop out and NEET);
- Design a regional policy including SMART objectives as well as means;
- Arrange for informing parents and a follow-up role to parents and students (not only for compulsory education);
- Arrange involvement of representative stakeholders for design of regional policy and required activities; stimulate fight against prejudice and stereotyping;
- Allow for individualised interventions;
- Assure for barrier free access to modern equipment for all students;
- Stimulate collaboration between different stakeholders (experts, school, parents, students) as well as businesses; Stimulate availability and accessibility of public and social services

- Develop regional reintegration activities for drop outs / NEET;
- Stimulate attention for career guidance support as part of the regional drop-out plan;
- Allow for more institutional autonomy based on clear objectives;
- Develop an information and training offer to parents;
- Arrange for a school meal program
- Help enhancing the image of IVET

Both levels suggest that guidelines for IVET indeed need to pay attention to: good monitoring of student progression; attractiveness of education, good and broad support network, timely communication with parents and students, and timely career advice. These issues need to be included in the guidelines.

5. Main causes for drop-out

This chapter summarises the main findings on what is influencing the development of a school career as highlighted in literature and/or have been mentioned by participants of the interviews and focus groups. The Information is categorised in four perspectives: the perspective of the learner, the parent/caretaker, the teacher and the school as such. In the last paragraph of this chapter a theoretical model is presented which summarises these 4 viewpoints and describes their mutual relationship.

5.1 Student related causes affecting school career:
- Prior (school) experience;
- Being bullied;
- Own motivation and attitude/ behaviour in the class room;
- Coping with difficulties: easily give up?
- Sense of belonging: does student feel like a stranger in the school?
- Identity: struggling with own identity and gender issues;
- Congenital learning disabilities like difficulties with reading and dealing with numbers;
- Physical disabilities and too little attention for dealing with these (school, students)
- Learning to learn: lack of a good learning strategy;
- Career awareness: no idea why school is relevant, underdeveloped ideas of own future and ambition;
- Immediate satisfaction of needs: therefore difficult to be motivated for something that is an investment in own future; getting a paid job now, instead of first proper education learning and find a better job.

5.2 Parents/care takers/home situation related causes affecting school career:
- Own prior school experience and competences: why should you go to school I did not go either,
- Negative learning climate: parents express notions like school is no good for you / nothing for girls; parents complain negative when reading / studying; no attention for what has been going on at school; no space to study quietly;
- Family situation: divorce, alcohol, violence, abuse
- Parent – child relationship lack of warmth and trust;
- Socio-economic situation (context as well as of family): Unemployment? Money issues; ease of getting a job and money;
- Cultural back ground is not promoting learning and going to school;
- Lack of Career awareness: lack of interest in what children want to become; how to talk about such things; how to relate to the need for education;

- Not knowing how to deal / support a child with congenital and physical disabilities;
- Not knowing where to get support

## 5.3 Teacher related causes which have an influence on school career:

- Teacher - student relationship: positive relationship helps student overcome issues and contributes to sense of belonging / enhances attractiveness of education;
- Capacity to detect early signals of students in need;
- Knowing or not knowing how to deal students with congenital disabilities;
- Didactical skills and competences (broad variety), being able to offer a diverse pallet of learning opportunities meeting the different learning styles of students;
- Learning to learn: competent in supporting students to develop their own learning competences, but also a reflective teacher able to reflect on own teaching and impact;
- Competence to relate with parents;
- Over-asked teachers not having to proper attend to individual students and their learning issues;;
- Being competent in dealing with career issues / raising career issue:

5.4 School related factors influencing the school career:

- Attractiveness of school / education / VET;
- Learn conditions (means, space, competent and inspiring staff);
- Active policy on inclusive and safe climate;
- Availability of an early warning system re progress / risk drop-out;
- Quality assurance policy which includes school climate, teacher competences; drop-out prevention etc. a check of policy and consequent action when needed;
- Lack of parental involvement: hardly any contact with parents of students or an elaborated policy to get parents involved and interested in what the school is offering and the progression of the students;
- Lack of career guidance support / learning support;
- Lack of supporting network covering major related needs of students for maintaining their school career;
- Access arrangements (physical) for students with disabilities;
- Arrangements for extracurricular activities contributing to the attractiveness of the school as such and which support broad talent development.

The above mentioned issues are vital input for the development of guidelines to improve inclusiveness. In the next paragraph they a represented in a more schematic way.

5.5 Theoretical model of factors influencing a school career
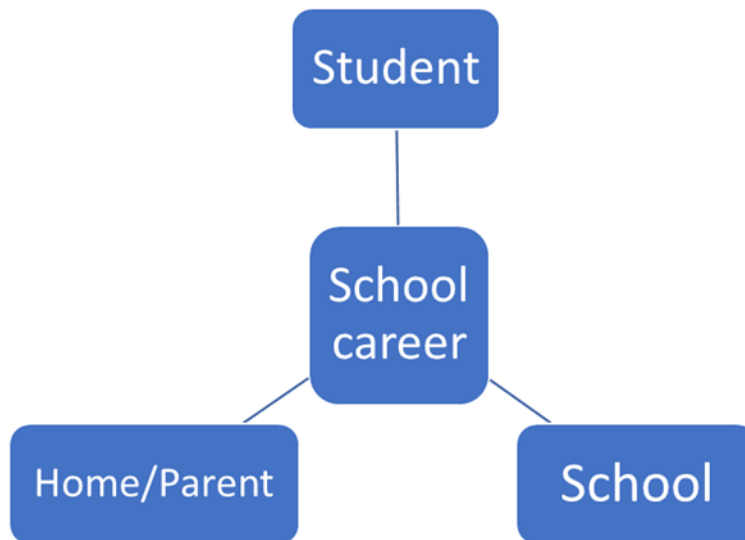
Roughly summarised a School career (being the student as a person going through the different school years) consists of the following different stages: Enrolment; learning and progression (development of talent and future (career) orientation); successful progression (to work / further education). This school career is influenced in three different ways:

By the Student him/herself: Sense of belonging; motivation and attitude (often strengthened or weakened by prior experiences); coping skills; career awareness; identity; learning to learn; congenital disabilities;

By the parents: Positive learning environment; culture; socio-economic situation; parent-child relationship; own experience and competences; family situation; understanding of system/school.

By the school: Teacher-student relationship; learning conditions; vision on education and the role of the school; quality of staff; inclusive climate and safety; monitoring; career guidance and support; rules and regulations, QA policy, parent involvement.

However all three are also influenced by the context they are operating in:

Both student as well as parents also are under the influence of contextual conditions and circumstances being the Context of student and parent. By this it is meant: the general rules and regulations; the socio-economic situation; dominant culture and orientation; image of education.

And the school, itself is influenced by School context: Rules and regulations; image of education; teaching standards and content; finances; quality and quantity of available professional staff; quality standards the school needs to meet; location.

The above model will act as a kind of checklist during the development of the guidelines for IVET: offering a kind of standard to check whether all factors which fall within the span of control of a school are being addressed in the guidelines.

6 Improving monitoring

This chapter focusses one specific factor within the span of control of a VET-school which is mentioned as being relevant for inclusiveness and drop-out prevention. This factor is directly relevant for the implementation of indicator 8: the monitoring system that has been put in place. During the interviews the following improvement suggestions have been made by the participants in the different partner reports:

- Improve the monitoring system by local authorities (compulsory education) as well as schools to allow for more and in-time preventive measures by different stakeholders;
- Enhance use of electronic student dossier by parents;
- Enhance attendance of parents to school – family meetings;
- Involve those teachers who are competent in having dialogue with families;
- Monitor not only study progress but also issues in the social spectrum like well-being, career orientation, attitude etc.
- Enhance early and preventive contact with parents re risk signals;
- Elaborate a rapid support offer, not only re study related issues.

Summarising this in a more general way: to enhance inclusiveness participants suggest to elaborate what aspects monitoring needs to take into account, to use it more preventive (and act on signals), and arrange for more parent involvement.

7 Improving support structure within the school

As already indicated when defining Inclusiveness (chapter 2) a school's support system can play a major role in achieving inclusiveness and in the reduction of drop-outs. Participants have pointed out the following suggestions for improvement of a support system to contribute to inclusiveness but also came up with additional ones which address the school and its policy as such:

- Arrange for a multidisciplinary care team / multidisciplinary approach for students in need;
- Arrange for link and access to support structure outside the school in all areas (social services, pedagogically, psychology, career, finances, family);
- Arrange for counselling for students in need, for mentoring activities and remedial teaching;
- Enrich core curriculum by offering cultural, and extracurricular activities;
- Arrange for periodic survey of school climate and follow-up when needed;
- Arrange for the involvement of parents/caretakers;
- Increase individualisation of education to improve broad range of talent development and the attractiveness of education;
- Attend to competences of teachers: didactical skills and competences to increase range of teaching methods, to better signal and address students in need as well as in dealing with different cultural back grounds;
- Arrange for compensation routes addressing skills and knowledge gaps;
- Arrange for actions to create more cohesion in class room (when needed).

The development of a social passport has been mentioned as a good practice example. Summarising the above in a more general way the main suggestions address school policy, a an elaborate support system in and outside the school, a competent teaching staff, parental involvement and an elaborate and attractive offer of education with extra-curricular activities supporting broad talent development.

8 Improving parental involvement

In the different prior chapters already remarks have been made regarding parental involvement. In this chapter result will be presented regarding the suggestions which participants have made to improve this parental involvement. The opinion of the project partners is that parental involvement is relevant not only in the stage of compulsory education but also in follow up education. The way this involvement is arranged for (and in what actions this involvement could be expressed) however will be different. When students grow older (pass 18) the responsibility of parents has shifted but it does not mean that they do not need to / can support the career of their children anymore. Participants have made the following suggestions for improvement and for supporting the inclusive school.

- Train / inform parents how to guide their children through school;
- Promote the concept of inclusive school to parents;
- Promote career awareness to parents; offer information sessions supporting them
- Arrange for extracurricular / after classes activities;
- Use traditional warning tools like class attendance (age limited!!) and act preventive;
- Involve parents preventive and well in time;
- Train relevant staff how to communicate with parents;
- Invite parents periodically for family – school meeting;
- Involve parents in extracurricular activities;
- Investigate what parents want;
- Communicate and inform parents about what is going on in the school;
- Arrange for parent board for discussing school issues

Most of the suggestions made address parents having children in compulsory education. At the same time they have some relevance for VET too. Main suggestions made for inclusiveness address the creation of communication channels with parents about informing them relevant issues and about involving them in (extra- curricular) school activities.

9 Summarising main suggestions made to improve Inclusiveness

For the development of R2 the conclusions of the different chapters are now summarised in the following two sets of general suggestions for schools which can contribute to the development of an inclusive school.

For the school as an organisation. Arrange for
Elaborate and individualised offer to students in need, covering didactical, psychological, pedagogical, and career oriented support to all students;
Broad monitoring, and attend to early warning signals;
In-school care services to provide this and links to expert circuit;
Prompt information and involvement of parents;
Didactical materials for students with parents in (financial) need;
Attractive (individualised) education, addressing all potential talents;
Extra-curricular offer strengthening broad talent development;
Embedment of the measures in school vision and policy, and evaluate this periodically;
Positive promotion of IVET.

For the school staff:
Appoint competent staff in signalling and dealing with students in need;
Appoint competent staff in contacting and dealing with parents;
Enhance didactical diversity in teaching; increase links with labour market;
Develop anti bullying protocol;
Raise competence in recognising career dilemmas and in how to deal with these;
Arrange for career counselling and involve parents too;
Arrange for multidisciplinary approach for students in need;
Arrange for more individualised ways of teaching.

Linking the above summarised suggestions to EQAVET and to the purpose of EQAVET as a quality process will require some more extra steps. Especially, if the above summarised suggestions are used to contribute to a kind of coherent framework which address the 4 stages of the EQAVET quality circle (Planning, Implementation, Evaluation and Review). The above suggestions need to be fit into these 4 stages, and the development process the project will go through now needs to provide the way to do this and arrange for a check on completeness and internal coherence. In this way we will be able to create in R2: an assessment tool which is based on our theoretical model as well as on our findings and will generate feedback in the form of usable guidelines.

10. Toward the development of R2: process steps

One of the main challenges of this project is to create a usable and not too elaborate assessment tool. A too elaborate tool having too many questions will create a barrier for use. Also, a too elaborate tool tends to loose itself too much in the details. This in the end might lead to the generation of feedback which is at risk of being too elaborate again, not applicable, too detailed and therefore unusable. The partnership therefore needs to limit itself in areas to be covered. The steps below are intended to be of support in this process of focussing and limiting. The steps go from general to specific.

The first step in the development of a coherent assessment tool and related guidelines consists of validating the main attention areas we need to focus on and which can be derived from the research done. The template to do this is provided in annexe 1. Annexe 1 presents the draft areas and a way to decide and define the ones the project will be using.

The second step is in defining the underlying factors for each one of these main attention areas. Again, the procedure to follow is described in annexe 1 under the heading of Question 2.

After validation of main attention areas and related aspects the questions as well as related guidelines need to be validated. For this a new template will be developed in which the partnership is provided with a complete draft set of questions and feedback. Partners then will be asked to provide their feedback and comments so also this part of the content can be finalised.

Annexe 1:
Development steps for R2: assessment questions and related feedback

The quick scan and feedback in the form of guidelines will consists of a set of questions covering 4 basic themes relevant for a school as an organisation. Together these themes form a well-demarcated area in which a school can (further) develop a coherent school policy, with related measures and activities to be taken which contribute to the creation / improvement of an inclusive school and help to increase involvement of parents and will contribute to the image of the school.

Being an inclusive school starts with school staff being able to "see" each one of their learners: their progress, their needs, their talents and their challenges. Additionally, staff that are able to offer safe and attractive learning conditions which favour the development of all these different talents. Related to this is having staff that is able to contact and inform parents as well as relevant support when needed to jointly work on solving the barriers of the learners. And of cause management which creates the conditions for the staff to be able to do all this and systematically evaluates their policy and measures taken and reviews these when needed. Therefore the suggested 4 interrelated themes are:

- Vision and policy on the inclusive school:
  what vision does a school have regarding inclusiveness, regarding attractive education and how is this vision translated into a long and short term policy?
- Student development and progress:
  addressing the monitoring arrangements made, support offered for learners in need, and what is on offer for broad talent development;
- School organisation
  Addressing processes regarding staff competences and staff allocation as well as measures regarding a safe and inclusive school climate
- Relationships
  Addressing the issue of involving parents as well as the external network

In their turn, each of these 4 themes consists of separate aspects all relating to the influence they have on school career and school, inclusiveness as have been discerned in the theoretical framework presented in Chapter 4 of this report.

Question 1:

Please indicate, whether you agree with the above made suggestion regarding the 4 attention areas, and if not come up with an alternative suggestion:

	Agree	Not agree	In case not agree, suggest new title
Vision and policy on the inclusive school			
Student development and progress			
School organisation			
Relationships			

Each of the 4 above mentioned attention areas consist of different aspects which define the content of the theme. Again, these aspects are distracted from the theoretical model and the suggestions for guidelines as summarised in the different chapters of the summary report. For each of the aspects a content description is provided which in the end will set the scene for the development of the questions for the assessment tool. Please, keep in mind also that the descriptions are cross-linked to different aspects. In this way the overall descriptions create some internal consistency regarding the EQAVET cycle of planning, implementation, evaluation and review.

Question 2a:

Please indicate for each of the aspects mentioned in the table below whether you agree with the aspect.

Aspects related to each of the 4 main themes:	Description of the content of the underlying factor:	Agree	Not agree
Vision and policy on the inclusive school			
Vision on the inclusive school	The school has made explicit the vision inclusiveness and of its image, and on how school education and used didactics will contribute to these.		
Leadership	To support the vision on an inclusive and safe school and to be able to have large commitment among the staff the school board and the school management		

	actively promote the vison of the school and demonstrate exemplary behaviour.		
School policy	The vision of the school on inclusiveness, talent development, image and parental involvement is translated in long term plans containing information on activities and allocated means as well as intended effects and the way these are monitored. Part of this is a structural attention for career guidance and support		
Year plan content	To implement the long term policy, the school has a well-resourced year plan / activity plan planning activities related to school climate, career guidance, learner support, and parent involvement.		
Student development and progress			
Monitoring development	Systematic monitoring of student progression and early signalling of students at risk is a vital part of a school aiming at inclusiveness. Such signalling needs to be followed up by arranging for the proper support, within the school as well as of the parents / caretakers		
Career guidance	A corner stone in the road to further education is formed by proper and timely career support. An inclusive school arranges for career support that is well-integrated in the whole curriculum and supported by *all* teaching staff. It gradually develops a student's career awareness as well as offers ways for engagement of parents in this process.		
Broad development	A school students and parents can be proud of is a school in which all students feel at home independent of their socio-economic back ground, culture or interest. A school which offers students the opportunity to develop all of their talents, not just the ones related to the obligatory contents of the national exam standards.		
Student support	An inclusive school is able to offer the proper support to all students in need		

	independent of their socio-economic back ground.		
School organisation			
Staff allocation	An inclusive school has a description of the responsibilities of their teaching and support staff that is linked to the vision of the school on climate, education and teaching and on the teacher student relationship. Staff know what is expected of them.		
School climate	In an inclusive school all learners feel safe and this climate is protected by a set of behavioural rules everybody knows and follows up. Management demonstrates exemplary behaviour		
Staff competences	Special attention is paid to those staff competences which contribute to the achievement of the intended school policy. Irrespective of social-economic or cultural back ground teaching staff is capable of building and maintaining a positive relationship with learners and their parents.		
Relationships			
Parent involvement	In a inclusive school a lot of attention is paid to communicating and clarifying the role and responsibility of parents in the school career and the future of their children.		
Parent information	A inclusive school uses ideas and suggestions of active parents (representatives) to increase the effectiveness of communication towards all parents regarding school expectations, learner progress as well as extracurricular activities and the role and responsibility of parents. To do this an inclusive school uses a variety of communication channels, fit for the parents of their student population.		
External network	The school systematically reflects on the effectiveness of the external network and		

	on the contributions of this network to the vison, policy and objectives of the school.		

Question 2b:

For those aspects for which you have improvement suggestion in terms of text corrections, or for those of you who you want to replace one or more aspects by an alternative, please use the table below to write down you suggestions. In this way all partners are required to select and prioritise and keep the total amount of aspects limited again. Please concentrate on content and not on language correction. This will be done ones the content is validated.

Aspects related to each of the 4 main themes:	New factor:	Suggestions for a new description:
Vision and policy on the inclusive school		
Vision on the inclusive school		
Leadership		
School policy		
Year plan content		
Student development and progress		
Monitoring development		
Career guidance		
Broad development		
Student support		
School organisation		
Staff allocation		
School climate		
Staff competences		
Relationships		
Parent involvement		
Parent information		
External network		

After validation of areas, aspects and their description the final English draft text needs to bel checked and corrected by Rinova.

When writing the summary and developing causal model the following literature has been used:

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