

Training event Antwerp final report 25th of February until 3rd of March 2018

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1. Participants in the event

GO! Onderwijs van de Vlaamse Gemeenschap

- **Ann Sofie Viaene** - pedagogical advisor language policy, multilingualism, CLIL and newcomers for secondary education
- **Ann Ceulemans** – follow up coach KTA2 Hasselt and teacher Dutch as a mother tongue in the 5th and 6th grade of secondary education
- **Tina Peetermans** – follow up coach KTA2 Hasselt and OKAN teacher
- **Betty Mommen** – OKAN coordinator KA Hoboken (joining on Wednesday)
- **Ann Cox** – coordinator internationalization SGR1 (joining on Tuesday and Thursday)

City of Helsingborg

- **Caroline Kinberg** - coordinating teacher in Swedish as a second language
- **Marlene Klit Welin** - Student counsellor strategist
- **Maja Jovanovic** - Coordinator of language introduction. Språkintröduktion/Language introduction

Kent County Council

- **Ola Krawczak** – EAL coordinator St. John’s Catholic Primary School Gravesend, Kent

Stedelijk Onderwijs Antwerpen

- **Laura Emery** – PhD student sociology VUB
- **Joris Verlinden** – principal Stedelijk Lyceum Offerande
- **Miek Gysen** – OKAN coordinator Stedelijk Lyceum Lamorinière

2 Basic content and methodology

This training week focused on guidance. This theme was broadly interpreted. It is meant as a holistic process on different levels with different approaches: creating an inviting learning environment, study guidance, work guidance, social and emotional guidance, family guidance and leisure guidance to make implicit language learning possible.

To write this report, the training group combined two methods: GLL and SWOT. The GLL was mostly used for collecting objective observation material. The SWOT was used during daily report writing.

3 Program overview

Monday	Tuesday	Wednesday	Thursday	Friday
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<ul style="list-style-type: none"> – General program overview – A Flemish system for guidance of newcomers, goals and approach, methodologies – Participation in theatre event for young newcomers (example of leisure guidance on Wednesday) 	<ul style="list-style-type: none"> – Curant: co-housing project – Standardized care model used by schools and CLB – Leisure guidance in OKAN schools and in Atlas 	<ul style="list-style-type: none"> – Nodop+ methodologies for in-class teacher training – Individual learning tracks in Stedelijk Lyceum Quellin – specific teacher training program (tutoring, IKAN, ...) – visit in some classes of Stedelijk Lyceum Quellin 	<ul style="list-style-type: none"> – Academic research on OKAN: Piet Van Avermaeten Laura Emery – Individual programs in Spectrumschool (schakel klassen learning and working) – VDAB: Grow to work, Duo for a job 	<ul style="list-style-type: none"> – Overview of what a follow up coach does. – document study – finishing report writing
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4 General information on the Belgian school system

The school system in Belgium is complicated due to the political situation. Three regional governments are responsible for organizing education. The education is organized in different networks: catholic, provincial, city council and Flemish community. In secondary education (from 12 to 18 years) pupils can choose different tracks: general education, technical education, arts education and vocational education. In every track a lot of options are offered. This makes it difficult for a newcomer to choose the best option. Pupils specialize early after the first two years of secondary education (A-stream or B-stream). In secondary education OKAN is mostly separated from regular education. In primary school (from 6 to 12 years) the integration in regular classes is quicker. There is no standardized approach to educate newcomers. There is a

free choice how to organize education for newcomers. Free choice of school is also provided, although in some cities the choice is not completely free because of a registration procedure.

Strengths	Weaknesses
<ul style="list-style-type: none"> – Free choice of school, dependent on the pedagogical project – Early choice of choosing a track: you can specialize quite early. At the end you are very well prepared for further education or work; good if you know what to do – Lifelong learning is possible within the system, also for newcomers 	<ul style="list-style-type: none"> – Very difficult to choose a higher track than your first choice; changing track upwards is very difficult – Belgian school system is very complicated for newcomers so choosing the right track is also very complicated – No standardized approach for teaching newcomers – Lack of financial support for the students, some study options are very expensive (e.g. hairdressing)
Opportunities	Threats
<ul style="list-style-type: none"> – You can always change, if you are willing to “loose” time, even in higher education – More standardized ways of teaching newcomers ⑦ quality of teaching could improve – “This is how we do it”, procedure for teachers, students, politicians – Students should be able to use all their languages as a tool for learning 	<ul style="list-style-type: none"> – Because of the complex system and the lack of language support both in L1 and L2 the newcomer cannot always meet his or her potential – Vicious cycle is created when parents choose a school not because of the pedagogical project but because of the reputation of the school

Interesting to take back to our local context

GO!

- start up, increase or reinforce networking between pedagogical advisors on the national level (catholic, provincial, city council and Flemish community)
- start up, increase or reinforce local networking on OKAN and follow-up coaching
- create the opportunity to develop and share teaching and coaching materials together on a structural level

5 Thematic SWOTs

5.1 School coaching as a part of a holistic approach

5.1.1 Language coach, school coach, follow-up coach

Since the schoolyear 2016-2017 the department of Education of the Flemish Government has set up an additional system to finance specialized coaches that work on different levels of guidance.

These Follow-up coaches have four main roles :

- ° working on socio-emotional guidance of newcomers (psychological support, special socio-emotional programs, leisure, housing, ...)
- ° informing and guiding newcomers and their parents in the process of choosing a new school and track.
- ° following the students after they have been registered in a new school.
- ° professionalization of teachers and school-teams in regular schools.

In some schools a follow-up coach combines all these roles. In other schools follow-up coaches specialize in one or two roles.

Strengths	Weaknesses
<ul style="list-style-type: none"> – The means suit the needs (different function in schools) – Focus on the language: creating a function as a language coach sets status to language, it is viewed as important (a possible strength, a starting point) – Language coaches can help teachers – Central role of the coaches makes it possible to connect in between schools, possibility to network 	<ul style="list-style-type: none"> – The connection between the coaches and the regular teachers is poor, teachers don't like to be told what to do or how to do it differently – Job description of each type of coach is unclear
Opportunities	Threats
<ul style="list-style-type: none"> – Training for all language coaches so they can meet the same standards in all the schools and help teachers with very different problems and help them to implement the language policy – Coaches should network even more, should share their knowledge, their work, good practices, peer observing 🗨️ encourage this, facilitate, in small steps – Teaching language strategies should become more common practice in the mainstream classrooms; more inclusive – Raise awareness for “Taalgericht 	<ul style="list-style-type: none"> – The availability of the coaches could create the idea that the coaches do everything and the teachers shouldn't be doing anything; the coaches will address the problems, not the teacher

- vakonderwijs”; content learning together with language learning
- Good coaching needs good assessment material to be developed
- Create a clear job description for the three types of coaches

Interesting to take back to our local context about the coaching system:

- **Helsingborg:** possibility to individual solutions for every student, the idea of following the student during the school career is very interesting
- **Kent County Council:** personal transition process, keep in touch with the pupils who change schools
- **GO!:** exchange more information and expertise between the follow up coaches on a regional and national level

5.1.2 Coaching in Marco Polo (Stedelijk Lyceum Offerande)

The specific coaching-system in Stedelijk Lyceum Offerande focuses on all the aspects mentioned in 5.1.1

It is a very intensive coaching-model in which the holistic approach is fundamental.

Strengths	Weaknesses
<ul style="list-style-type: none"> – providing family guidance – focus on wellbeing, feeling safe, understood – very dedicated staff – training for coaching techniques, cooperative learning strategies 	<ul style="list-style-type: none"> – coaches do things they are not trained for – they provide help to get help, the coaches should find external organizations for extra help and that help is not always immediately available
Opportunities	Threats
<ul style="list-style-type: none"> – Introduce a psychologist, a social worker as a permanent member of the school team so problems could be tracked earlier because students don’t learn if they’re not feeling well, head is filled with other thing; at school, the access is easier; it would also decrease the workload of the teachers who take all these different roles – Expand the training – A clear job description 	<ul style="list-style-type: none"> – focus in schools should be education, which is not the case if everything is dealt with at school – hard to know your limits as a coach: a clear job description; staff too dedicated, work beyond their job description; if you take on a lot of different things, you are not doing the things you should be doing – the holistic approach takes away the responsibility of the society

Interesting to take back to our local context about coaching in Marco Polo:

- **Helsingborg:** do we want this coaching in or outside the school? How could we do this in the students' strongest language?
- **Kent County Council:** taking in the aspect of family learning
- **GO!:** taking a holistic approach towards the newcomer, especially the newcomers who are here with their families

5.1.3 Standardized care model used by schools and CLB

Since the schoolyear 2017 - 2018 a standardized care-model has been introduced in Flemish education.

The main goal is to standardize and professionalize the care-model in all the schools by putting a lot of responsibility inside the schools. It makes care an inclusive part of the pedagogical project of a school.

The model has been put into practice in OKAN-schools as well.

Starting from this model a lot of partnerships have been set up that support schools in guiding their newcomers. Other organizations focus on professionalization of teachers and school teams in how to work with newcomers from a care perspective.

Strengths	Weaknesses
<ul style="list-style-type: none"> – the model is developed and used by the entire school team – the school is a safe environment where the pupils like to come so it makes working on the problem easier (3 out of 4 phases you are still working inside the school) – shared responsibility 	<ul style="list-style-type: none"> – many teachers are not reinforced yet and don't know how to deal with these situations – it brings more work and more responsibility to the schools
Opportunities	Threats
<ul style="list-style-type: none"> – use of more languages (all the languages the student has) when the situation is suited in the 4 phases (e.g. Mindspring program) 	<ul style="list-style-type: none"> – The model is good but the financial background is not up to speed yet



Interesting to take back to our local context about standardized model of care:

- **Helsingborg:** comparing this model to models that exist already and leave it to open discussion with colleagues
- **Kent County Council:** comparing this model to models that exist already and leave it to open discussion with colleagues
- **GO!:** promoting the care model to all teachers, introduce it in every professionalization

5.1.4 Procedures of NODO+: Language experts training language coaches training teachers who can inspire other teachers (Serge, Eefke and Sandra)

NODO+ is an in-class teacher training program that has been developed by the Belgian Employment Office (VDAB).

It is a very intensive coaching program in which specialized language coaches support teachers in working with students or pupils with a low language background.

It has mainly two goals :

- reinforcing the teachers in using language training techniques in their subject-classes.
- reinforcing students by setting out individual remedial teaching goals and programs.

Strengths	Weaknesses
<ul style="list-style-type: none"> - Good structure of the program - Bottom up - Very easy to understand, to get started, it is accessible to use - It's about putting theory into practice - Not all teachers are obliged to do nodo+ - It raises awareness of the need of implementing language learning techniques in mainstream teaching - Trained teachers will never forget what they have learned 	<ul style="list-style-type: none"> - Depending on teachers finding it useful - Bottom up, freedom of choice - Without follow up, it is not working - Coach has fixed hours, but the teacher doesn't - Not all teachers are obliged to do nodo+
Opportunities	Threats
<ul style="list-style-type: none"> - Introduce language learning techniques in teacher training, taalgericht vakonderwijs; break up the program (use separate techniques and strategies as well and adapt it to the lesson content) - Create consistency in distributing hours: investment and output should be equal for all participants in the program 	<ul style="list-style-type: none"> - time consuming program - too package minded - it is a slow program

Interesting to take back to our local context about organizing NODO+:

- **Helsingborg:** taking the model home and compare it to existing models and then bring the several experts from all partners in the project on similar models together (idea to take with us to the end conference)
- **Kent County Council:** try to raise awareness on the importance of language goals in mainstream teaching
- **GO!:** introducing more train the trainer programs for language strategies

5.1.5 Content of Nodo+: taalgericht vakonderwijs, active learning

Strengths	Weaknesses
<ul style="list-style-type: none"> – it works for all students – it is about being a good teacher, creating the right conditions for being a good teacher – clear phases: it obliges teachers to go back to basics – it is a good tool for reflection on your own work as a teacher – short term successes possible for the students and the teachers 	<ul style="list-style-type: none"> – progress is not measurable – very concentrated on Dutch, not a lot of attention on the mother tongue
Opportunities	Threats
<ul style="list-style-type: none"> – integrate the use of the mother tongue or the strongest language; how to use mother tongue could be a specific focus in this method; see it from a multilingual perspective – subject and language teachers working together relieves the workload and works on mutual understanding, teachers learn from each other 	<ul style="list-style-type: none"> – balance between subject goals and language goals

Interesting to take back to our local context about content NODO+:

- **Helsingborg:** taking the structure back home
- **Kent County Council:** taking the structure back home
- **GO!:** introducing a working tool to assess your own lesson plans as being language sensitive

5.1.6 Transition documents (no SWOT)

There was a brief study of some documents used in Antwerp in the transition process:

- general transition document used when a student moves to another school.
- language level transition tools
- mathematics level transition tools
- Computer skills transition tools
- vocational skills transition tools

Interesting to take back to our local context about transition documents:

- **Helsingborg:** takes the general recommendations home (see above) and discuss
- **Kent County Council:** takes the general recommendations home (see above) and discuss
- **GO!:** math report card could be an inspiration, takes the general recommendations home (see above) and discuss, will do the effort to work together on standardizing transition documents

5.2 Life coaching as a part of a holistic approach

5.2.1 *Curant (co-housing project for non-accompanied minors with Belgian buddies one-to-one or two-to-two) coaching in living alone*

The CURANT program is a program developed by the city of Antwerp. Young newcomers (18 - 20 years old) without a family are living together with a young Belgian Buddy in cheap, but comfortable houses and apartments. Assistants guide both the newcomers and their buddies.

Strengths	Weaknesses
<ul style="list-style-type: none"> – Learning Dutch in a safe environment – Procedure to enter the program is easy – Criteria for participants are very clear – The house is really a home, warm and welcoming – Good screening enables good relationships – Strong follow up of program 	<ul style="list-style-type: none"> – case management is difficult (sometimes many people do the same job) – difficult to find volunteers – difficult to find houses (the houses have to be adapted to situation and some landlords are sceptical) – very expensive – the youngsters who need it the most cannot enter the program because pairing them up is almost impossible
Opportunities	Threats
<ul style="list-style-type: none"> – Learning Dutch in a safe environment – Perhaps look into criminal record before minor turns 18 	<ul style="list-style-type: none"> – after the project is might be difficult to find another place to live – criminal record is cleared when the minor

<ul style="list-style-type: none"> – Use more translations to make sure that the information comes through – If a minor has participated in this project, the minor can become a buddy in later life 	<ul style="list-style-type: none"> – becomes 18 – cultural backgrounds can cause misunderstandings for example sexuality
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Interesting to take back to our local context about CURANT :

- **GO!:** think about pairing up newcomers with regular students, think about installing a buddy system, set up a screening test for pairing up, take the information from Kent ‘young interpreters’ with us; the project itself is utopia

5.2.2 Social-emotional guidance in leisure and activities (Atlas and follow up coaches of Marco Polo and Lamorinière)

presentation of the leisure guidance in two OKAN-schools.

Both schools invest some hours in teachers that are responsible for developing a broad leisure model that aims to integrate newcomers into regular leisure activities as soon as possible.

Strengths	Weaknesses
<ul style="list-style-type: none"> – It helps students to fill their free time with things that help them acquire more language and to get integrated – They get to know more Belgians (get integrated) – Promoting citizenship, they can do something for the community – They are encouraged to take responsibility for filling their free time 	<ul style="list-style-type: none"> – Mostly it’s boys participating – Capacity is sometimes not enough, so some student are left out
Opportunities	Threats
<ul style="list-style-type: none"> – They discover their talents – Girls should be actively encouraged to participate in these activities – Take steps to reach the goal – Promoting equality – Encourage and involve the parents in the whole process 	<ul style="list-style-type: none"> – If the financial means stop the whole project will fade away – Sustainability of the whole project

Interesting to take back to our local context about guidance in leisure:

- **Helsingborg:** idea of a second hand shop and the respectful way it is organized (possibilities of “Marco Polo money”)
- **Kent County Council:** share it with social workers and compare if they already have a similar project on integration through leisure activities.
- **GO!:** idea of a second hand shop that is more inclusive (more organised like a shop also for regular students)

5.2.3 VDAB programs *Grow to work (18+ students who are still in OKAN) Ready to work (no more in the school system) Duo for a job*

Grow to work is a program that has been developed by the Belgian Employment Office (VDAB) and that focuses on transition from OKAN to work by organizing transition classes for 18-year old newcomers.

In these classes focus is on training working attitude, getting to know employment possibilities, information about juridical aspects, specific vocational training, ...

The main goal of the project is to support a certain group of newcomers in finding a job more easily.

Strengths	Weaknesses
<ul style="list-style-type: none"> – 10 days’ information sessions raise awareness amongst students of their opportunities (G2W) – Opportunities for 18+ youngsters who were out of the school system (R2W) – VDAB actively searches the youngsters – The projects ensure a certificate – Newcomers are a target group – ARKTOS helps the newcomers to make baby steps in their career and inform the newcomers about the social context of work – Pairing up newcomers with experienced mentors; expertise is put to good use – VDAB create partnerships with the private sector 	<ul style="list-style-type: none"> – Looking for youngsters is a very difficult process and very time consuming – Duo for work only available for newcomers who speak Dutch, English or French – VDAB creates partnerships with the private sector and the newcomers are only taught very specific skills linked to a certain job or company
Opportunities	Threats
<ul style="list-style-type: none"> – Raise awareness for newcomers within all the services of the VDAB – Duo for a job could also work for older employees that are not volunteers, but are still working – Duo for a job: create a language match and a 	<ul style="list-style-type: none"> – The youngsters need to be in the VDAB system to be traced and helped; if you’re not, they can’t benefit from the VDAB services – Doing this job is a challenge, you need to be very patient as a job counselor

<ul style="list-style-type: none"> – role model, especially for the “knelpuntberoepen” – VDAB could create even more partnerships with the private sector 	<ul style="list-style-type: none"> – Within VDAB there is a need for more awareness in handling newcomers; it is a good concept, but a lot needs to be done
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Interesting to take back to our local context about VDAB programs:

<ul style="list-style-type: none"> – Helsingborg: – Kent County Council: – GO!: 	<ul style="list-style-type: none"> Close collaboration between schools and employment offices. Share the programme with colleagues. Try to make these services more known.
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5.3 Individual programs within OKAN

5.3.1 Quellin: doorstroomklassen (Jill)

Stedelijk Lyceum Quellin is a secondary school that mainly organizes general tracks. Because the Flemish "OKAN-education is a rather exclusive system, Stedelijk Lyceum Quellin has set up a series of initiatives that speed up the process of integration of newcomers in regular education.

Strengths	Weaknesses
<ul style="list-style-type: none"> – Preteaching enables the students to access the mainstream lessons – Not a lot of retention because of the individual programs – Talents are taken into accounts, sense of achievement is created, also increases self-esteem of the student – Inclusion into regular education 	<ul style="list-style-type: none"> – Difficult to organize – Stressful for the pupils in the beginning – Individual programs don't work for illiterate students – The context of OKAN school combined with regular education is a condition to put a program like that into action – Focus on the stronger students, so actually an exclusive model
Opportunities	Threats
<ul style="list-style-type: none"> – Digital preteaching, on a blog for all students (small steps, Facebook sending 	<ul style="list-style-type: none"> – Without intensive coaching this program doesn't work

clips)	<ul style="list-style-type: none"> – All regular teachers should have a growth mindset and believe in the use of these programs – Only good for a certain part of the newcomers
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Interesting to take back to our local context about *doorstroomklassen*:

<ul style="list-style-type: none"> – Helsingborg: the possibility to have university students who help out during reception education (IKAN) – Kent County Council: explore all the different ways of preteaching available – GO!: preteaching concept, individualize student programmes even more, example shows that it is possible to have a more integrated way of organising reception education

5.3.2 *Spectrumschool: schakelklassen – transition classes (Bert Leunckens)*

Spectrum School has elaborated a totally different kind of transition program. It's scope is to help illiterate newcomers with a very low school background in linking to existing vocational tracks in partial education. It's a program that takes small steps to integrate vulnerable newcomers into working contexts.

Strengths	Weaknesses
<ul style="list-style-type: none"> – Prevents youngsters from street life – The work motivates youngsters because they earn money – It brings structure into the life of pupils – Salmon principle: going back to regular education is a realistic possibility; the students are strengthened and more confidence and self-esteem – Snooping around enables the students to get acquainted with different kinds of jobs – The process from school to work is very focused on the job market 	<ul style="list-style-type: none"> – Stressful for teachers in L&W to take on extra NAM-students – Time consuming for follow-up coaches – Too individual and flexible trajectory ⑦ with a bigger group nearly impossible – Very difficult to find employers because of the fear of migrants
Opportunities	Threats
<ul style="list-style-type: none"> – Creating a stable and sustainable network between schools and employers – Coach employers in handling the young newcomers in order to make more successes and actively participate in the learning curve of the newcomers 	<ul style="list-style-type: none"> – a lot of responsibility and initiative of the student – looking for new employers because students do not always take responsibilities – one incident could spoil the relationship with the employer

Interesting to take back to our local context about schakelklassen:

- **Kent County Council:** Share the programme with colleagues.
- **GO!:** Try to implement the system. Keep investing in promoting flexible learning paths.

6 General conclusions and recommendations

During the Antwerp training week we have seen a holistic approach to guiding the young newcomers. Different schools showed a different aspect of guidance. That doesn't mean that these schools only offer the shown aspect of guidance. All schools strive to offer a holistic approach to the newcomer of which he or she profits a lot. To ensure this holistic approach, schools set up partnerships with specialized organisations. The main recommendation for Stedelijk Onderwijs Antwerpen is to keep on realizing this approach.

We recommend the Flemish Government of education to invest in more standardized ways of teaching newcomers. Creating a procedure for schools and teachers on how to teach newcomers could improve the quality of teaching. Newcomers should also have the opportunity to use their mother tongue as an important tool in their learning process. Changing the attitude towards mother tongue and multilingual education in order to reinforce learning Dutch and creating real multilingual students. The scientific research presented by Piet Van Avermaet backs up the previous recommendations. In regards to good coaching of newcomers it is essential to say that good coaching needs good assessment material. We recommend the Flemish educational board to invest in developing good, standardized assessing material.

We recommend all educational players in the Flemish school system to invest in real networking. National networks should work more closely together as an ongoing process on an organizational level. Regional networks should work more closely together on a content level. International networks should work more closely together on an inspirational level. We believe that networking is a sustainable way of co-creating knowledge and skills to work with newcomers. All educational players in Flanders could also work closely together on creating a good tracking system for newcomers. Another recommendation for all Flemish education networks is to work together in order to standardize and digitalize transition documents of newcomers. In all of Flanders' schools, the standardized model of care has been introduced. We recommend teachers and coaches to make sure that the mother tongue or the strongest language of the students is used as a tool throughout all the stages of the care model. The training group also thinks it's wise to invest in multidisciplinary teams to make sure this model works and to keep the main focus for teachers on teaching.

The three kinds of coaches mentioned in the SWOTS above could benefit from even more networking to share their knowledge, good practices and work in general. Peer observation is recommended as a good tool in the networking moments. Especially language coaches have the means to stress even more in relation to the teachers in regular education the importance of language learning strategies, of taalgericht vakonderwijs and learning content and language together. This will make regular education more inclusive. We also recommend Stedelijk Onderwijs Antwerpen to create a clear job description for the three kinds of coaches. We also recommend Stedelijk Onderwijs Antwerpen to invest in extra training from external organizations for the coaches so they are in a good position to spot the problems instead of handling them all. Study of Antwerp documents lead to following recommendation: involve

students and parents even more in the assessment and transition process to make the transition more a joint responsibility.

The training group was very positive towards NodO+. This method has proven to be effective. For Stedelijk Onderwijs Antwerpen we recommend to create consistency in distributing hours to the teachers and language coaches. To make this program even stronger, we suggest to introduce language learning strategies in NodO+ and to integrate all languages into the program in order to reinforce learning in general. In general this program is an excellent tool to raise awareness of the importance of the language goals and targets on more levels (teacher training, planning, ...). The tool also stresses the importance of subject and language teachers working together. It relieves the workload and works on mutual understanding, teachers learn from each other.

The training group was thrilled about the flexible learning paths offered to newcomers in Antwerp Quellin Lyceum. A lot of excellent work is being done by schools and their principals. We would recommend to find ways to expand the trajectories to technical and vocational education. Another asset to the programs could be to use digital tools in pre-teaching the newcomers in regular education and to introduce functional multilingual learning into the regular and newcomers' classes: use the mother tongue as a tool for learning content and language. In Spectrumschool Deurne we saw an interesting way to keep vulnerable 16 to 18 year-olds into the education system and working at the same time. Our recommendations for Spectrumschool are to share their knowledge to help other schools in developing flexible learning and working paths. We also think it is wise to coach involved or new employers in handling the young newcomers in order to achieve more successes and to be able to actively participate in the learning curves of the newcomers.

As part of the holistic approach the training group learnt about life and leisure guidance in Antwerp. Curant taught us that this wonderful project should try to adapt their work to the most vulnerable newcomers they are not reaching at the moment. The leisure guidance is very professional and reaches its goals. Keep up the good work, do not let it fade away. We recommend in addition to try and include more girls into the leisure guidance and to limit the role of the teacher to the role of a mediator between student and leisure organization. The VDAB programs were very good practices. We recommend them to evaluate the outcomes of the programs and to adjust them to make them stronger and helpful for the most vulnerable newcomers as well. It also would be wise to find a way to reduce the waiting period between course and the starting moment of the job.