

What was the main aim of the measure

Reduce early school leaving, promote inclusive education

When was the measure first started?

2001

What were the conditions and steps taken that have contributed most to the success of the measure?

Organisation and dedication at a local school

Which stakeholders were involved in identifying needs and in the planning and design of the measure?

Principals and other staff at the school

Who was involved in implementing the measure?

All personnel at the school

Who has key responsibility for implementation?

The principals

How are the different people involved in implementation being supported (e.g. do they receive specific training?)

Ongoing support built into the organisation

What have been the obstacles to introducing the measure? How have they been addressed?

Sometimes to obtain the “elbow room” in the local regulations and governance

Is there a monitoring/evaluation system in place?

Yes – national and local systems

What is monitored?

Results and attendance

Who monitors and how?

Teachers, principals and the local municipality

What has been the impact of the measure?

The schools results are much better and they succeed with every student (nearly all students are admitted to upper secondary school – improving on a rate of 85%)