Intellectual Output 1: Expert Programme Toolkit

The purpose

The Experts Programme Toolkit provides

a **set of tools** to support the

experts (teachers, educators, social and youth workers),

who work with young people and adults (14-24)

that are at **risk** of early school leaving (ESL/ELET)

or have already left school.

ESL:
Early
School
Leaving

ELET:
Early
Leaving from
Education and
Training

Learning Objectives

- learn about the process of ESL and ELET

- identify students at risk of ESL

- know pathways and transitions of young people's lives

- identify prevention, intervention and compensation measures to tackle ESL/ELET

- motivate and encourage young people to not give up on their education prematurely and to continue on viable progression pathways

- develop educational resources

Political, Theoretical and Research framework

- Approaching education as a social and civic **right**;

- Highlighting the social, educational, relational and emotional **processes** behind ESL;

- Identifying the institutional measures to **deal** with ESL/ ELET (prevention, intervention and compensation);

- Acknowledging the **trajectories** of young adults before and after leaving education/training.

Political, Theoretical and Research framework

In 2020 Portugal reached an all-time low for ESL, putting us below the European target set for 2020 of 10% - we are talking about a rate of **8.9%** (8.4% on the Continent).

Political, Theoretical and Research framework

- Current European schools are challenged by two main educational agendas: dealing with the EU2020 goal of **reducing early school leaving rates** and **providing quality and inclusive education** for everyone.

- **The European Skills Agenda Actions**, the 21st Century Skills and Competences for New Millennium Learners in OECD Countries, and the **European recommendation** on "**Key competences for lifelong learning** – A European Reference Framework" (2018) defined a set of skills and competences to sustain good standards of living, face job requirements and foster social cohesion.

- Based on the large-scale **project RESL.eu – Reducing Early School Leaving in the EU**, conducted across nine European countries (2013-2018), it became evident that is fundamental to guide and support educational professionals in identifying the competences, needs and interests of young people, which are crucial in the process that leads to an early exit from education.

Political, Theoretical and Research framework

Insights brought by young adults of RESL.eu project to rethink pedagogical practices:

i) Providing a safe and inclusive school environment (fighting bullying, violence and conflicts);

ii) Finding a meaning for school knowledge in the real world (if students see how school knowledge connects to their goals, interests and concerns, they will be more likely to value it);

iii) Ensuring a familiar environment of support and care;

iv) Creating conditions that ease the transitions between school levels (especially between cycles);

v) Providing academic and career guidance support.

In sum, improving learning, citizenship, personal and social **competences** are key for the development, inclusion and employment of young people.

Competences

Personal and Social competences

Collaborative and cooperative work

Literacy competence

Citizenship competence
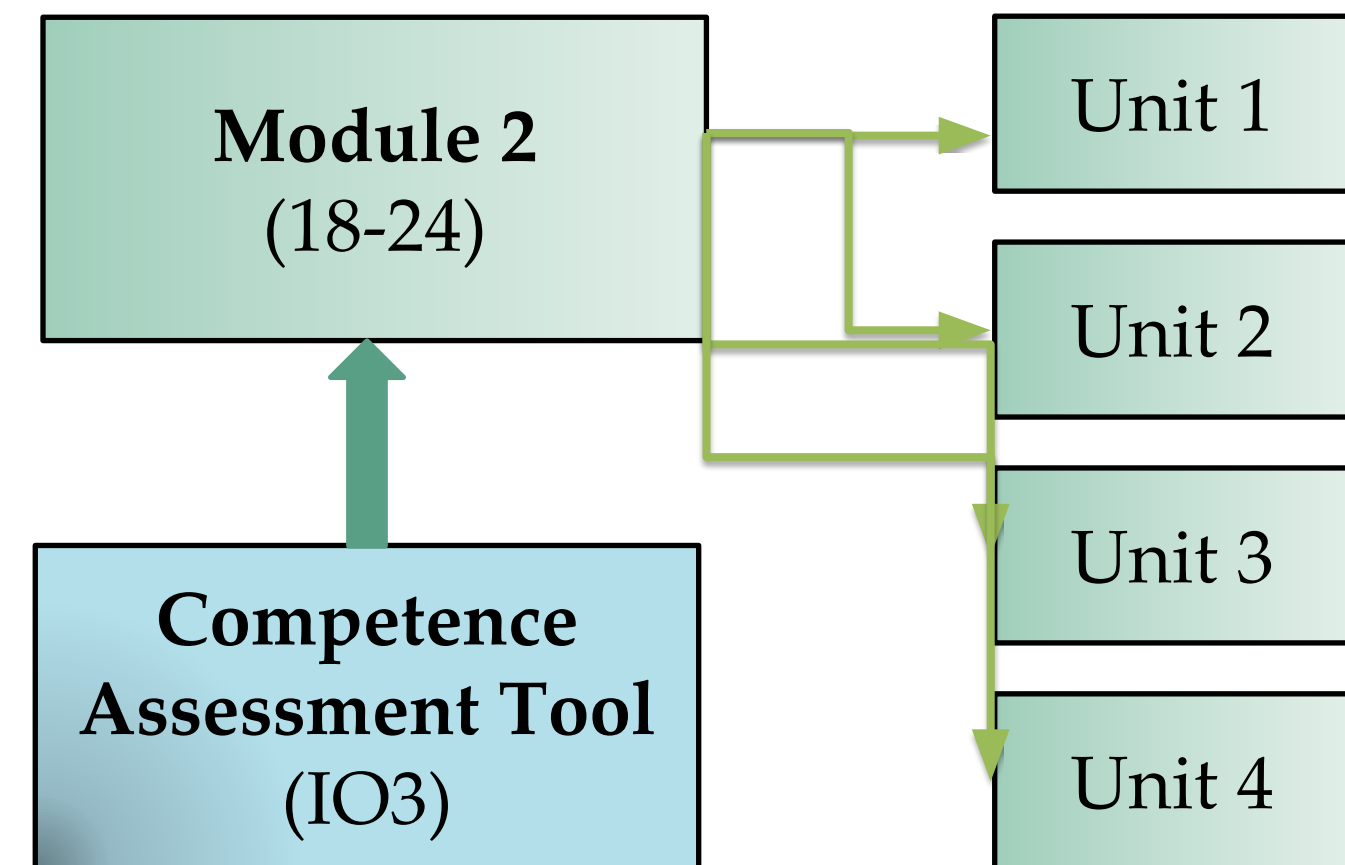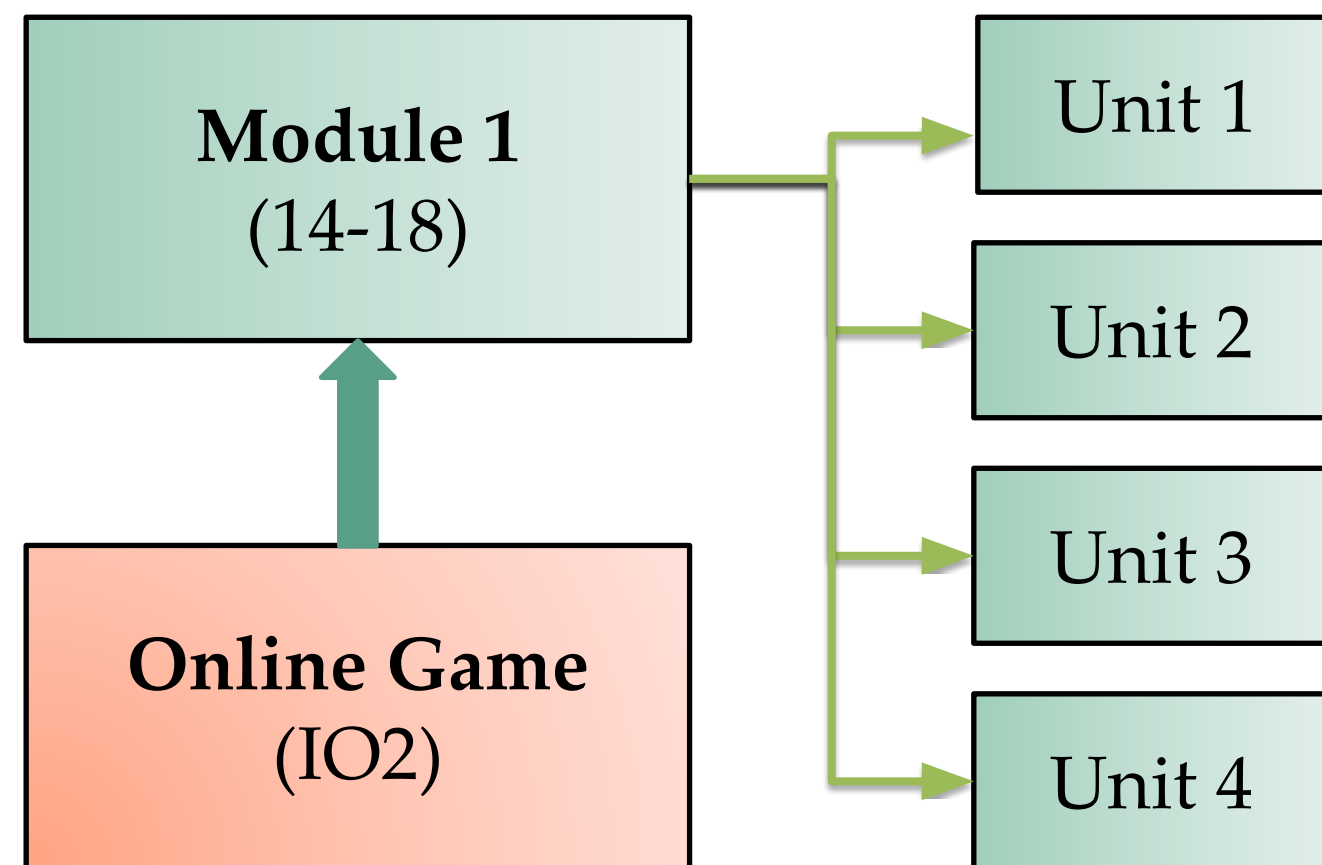
Digital competence

Cultural awareness and expression

Social Entrepreneurship competence

Structure

The training course is divided into two different modules with four units each.

The contents are adapted to the educational level and the age of different end-users (youngsters between 14-18 and 18-24).

Structure

Module 1 - Prevention

For experts working with young people (aged 14-18) considered at risk of early school leaving.

Seeks to develop stronger early warning systems.

We invite trainees to discuss early school leaving as a complex process determined by several dimensions and reasons;

to explore different educational approaches based on arts and digital education;

to identify risk situations, find solutions and design preventive measures.

Module 1

Unit 1 - Early School Leaving: a Path of Education Disengagement

Discusses how the processes of leaving school and training early depend on the interplay of academic, social, relational and emotional factors and conditions.

Unit 2 - Young People as Active Learns

Discusses how to adapt the teaching style to students' learning specificities, such as: considering student independence and subjectivity in the learning process, the best teaching methods, and avoiding labelling students.

Unit 3 - Art-based Learning and the Relational Dimension of Pedagogy

Discusses the concepts and relevance of Arts-based learning and the relational dimension of pedagogy, from a perspective of skills development and ESL risk prevention.

Unit 4 - Digital Education

Explores the potential of digital education and media literacy to work with young people at risk of ESL

TARGET GROUP 1 – Prevention

Literacy competence: communication skills

Personal and social competence: learning to learn skills

Cultural awareness and expression competence

Digital competence

Structure

Module 2 - Intervention

For experts working with those who left school early (aged 18-24).

Draws our attention to the impact that leaving school early has on young adults' trajectories, mainly regarding the access to the labor market and further engagement in society.

The four units that make up this module explore how social entrepreneurship and ICT usage are useful to increase educational opportunities and inclusion.

Module 2

Unit 1 - An Overview on ESL/ELET Constrains

Explores the processes of early leaving from education and training, with a particular focus on its consequences.

Unit 2 - Recognizing ESLers/ELETs as Active Citizens

Explores the diversity of trajectories of young adults who left school early in order to discuss the constraints and challenges they encounter as citizens and learners.

Unit 3 - Life Projects and Social Entrepreneurship

Provides an overview on what social entrepreneurship is and on how to explore entrepreneurial and personal competences in ESLers/ELETs

Unit 4 - Digital Education. ICT Usage as a way to improve Social Inclusion

Aims to introduce you to the concept of ICT tools and its importance to engage young people in education and/or professional life.

TARGET GROUP 2 – Intervention

Personal and social competences: collaborative work skills

Citizenship competence: participation skills

Social entrepreneurship competence

Digital competence

Delivery methods

The expert programme toolkit is designed and developed in an interactive way through a blended methodology.

. formal and non-formal education methodologies
. guidelines and templates
. practical tips and other useful tools
. educational audio-visual resources
. relevant theory

to support course attendees in the area of ESL/ELET **prevention** and **intervention**.

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Key Concepts

Relational pedagogy is a field of research based on the idea that education, teaching, and learning are relational processes.

It states that supportive (caring, respectful, and trusting) relationships between teacher and student are essential to educational progress and success.

For more information, please click here.

1. Video Activity

Watch the video "Arts Based Learning" and note down the key messages you identified related to arts-based learning.

After watching the video, reflect on the following:

- What are the main benefits of arts-based learning for both teachers and students?
- Are you aware of any arts-based teaching practices in your school or community?
- How do you think arts-based learning can empower students at risk of ESL-Early School Leaving?

Ask your students to bring a photograph they have taken and then randomly assign the photograph of each student to another one. Ask the students to present the photographs they are assigned and try to encourage their imagination through asking questions, e.g.

- What does this photograph depict?
- What is the strongest emotion that this photograph show?
- What do you think happened after the photograph was taken?

Expectations

By the end of the course, participants will:

- Understand the process of early school leaving and how to create opportunities that motivate students to "learn how to learn";
- Provide know-how on how to support students in their learning path (through socio-emotional support, flexible career guidance and academic support);
- Explore different teaching approaches and learning resources (collaborative work, work with the educational community);
- Consider the diversity of students;
- Exchange promising practices among different countries and their educational systems.

You can find the course on

IO4: Online

Educational

Platform