

ONLINE TRAINING

Early School Leaving phenomenon: How
to become ambassadors of change to
prevent and address ESL

motivati  yoUth



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 or have already left school.

What led us to create this course was the need to explore, among educationalists, the diversity of perceptions of ESL in order to find solutions to act better

Learning Objectives

- learn about the process of early school leaving 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 including digital technologies and hands on pedagogies

Political, Theoretical and Research framework

ESL is discussed by:

- 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.

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. Addressing these issues in their own pedagogical practices is key to improve school-based anti-ESL preventive and intervention measures.

Political, Theoretical and Research guidelines

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

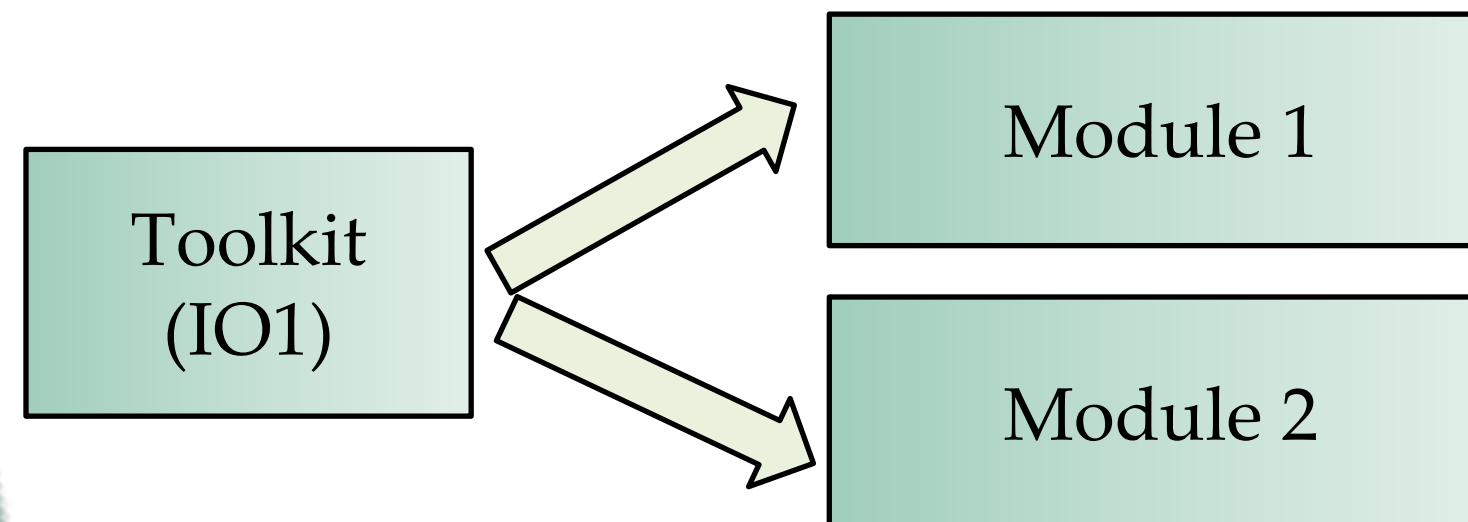
Digital competence

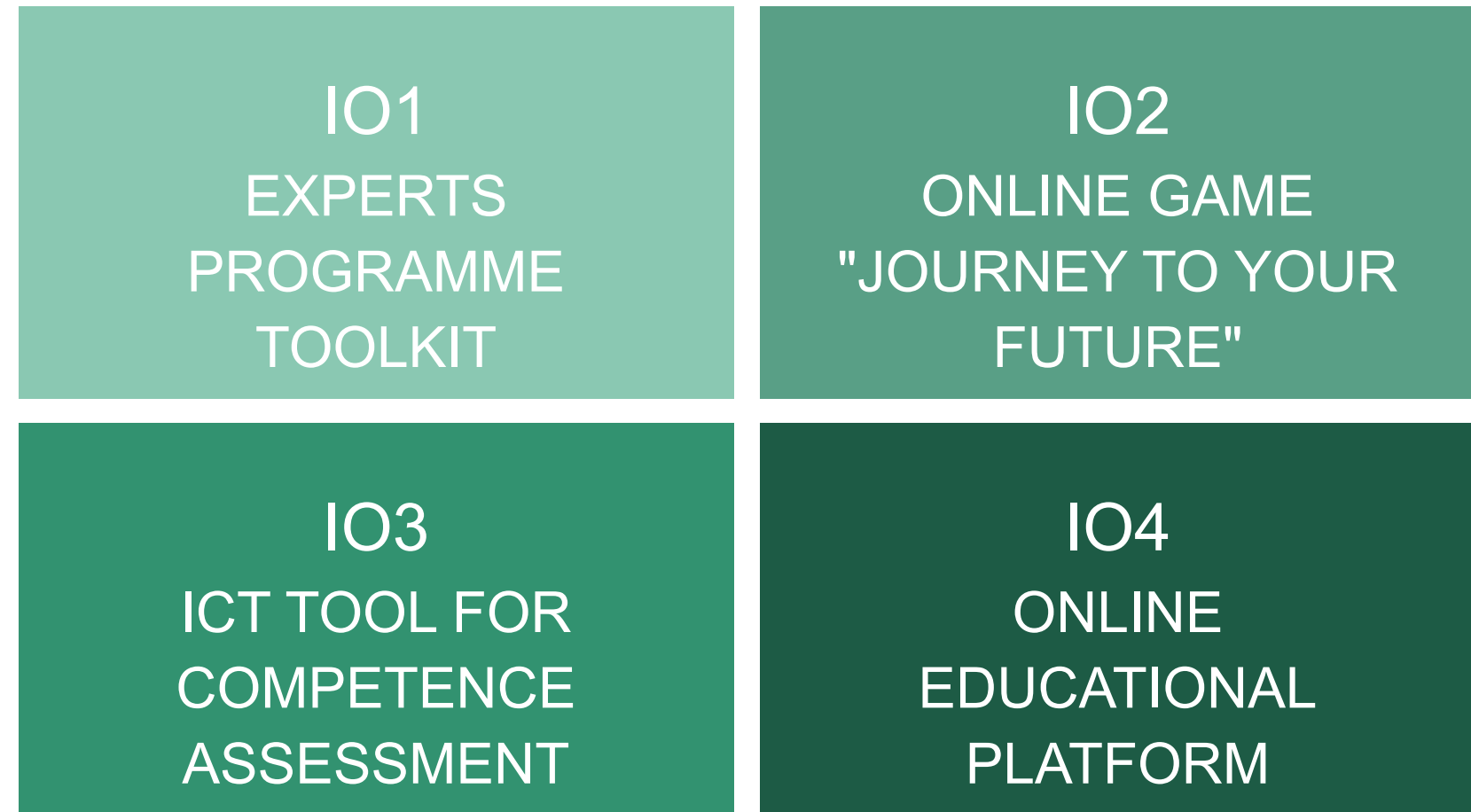
Cultural awareness and expression

Social Entrepreneurship competence

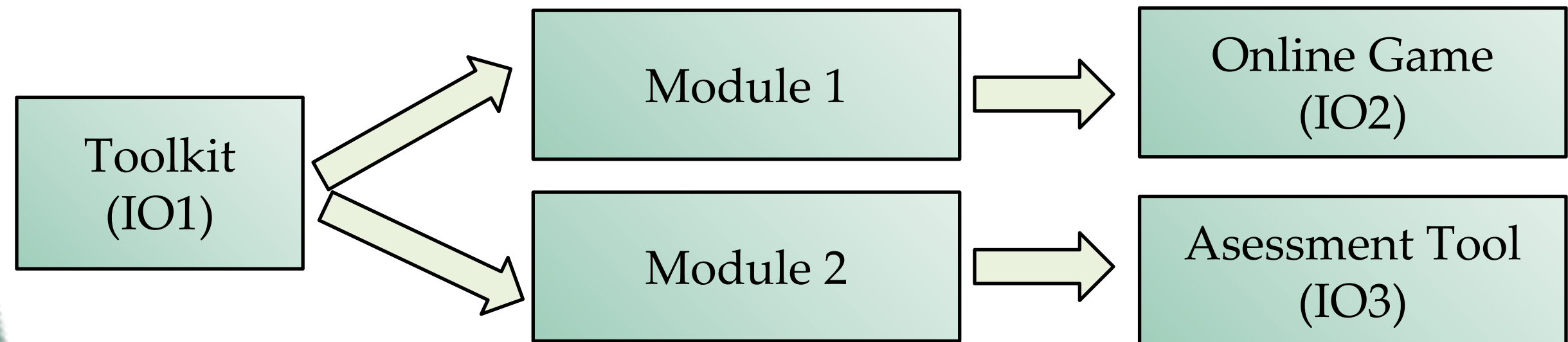
Structure

- 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).





The Toolkit (IO1) is directly linked to the Online Game (IO2) and the Competence Assessment Tool (IO3).



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.

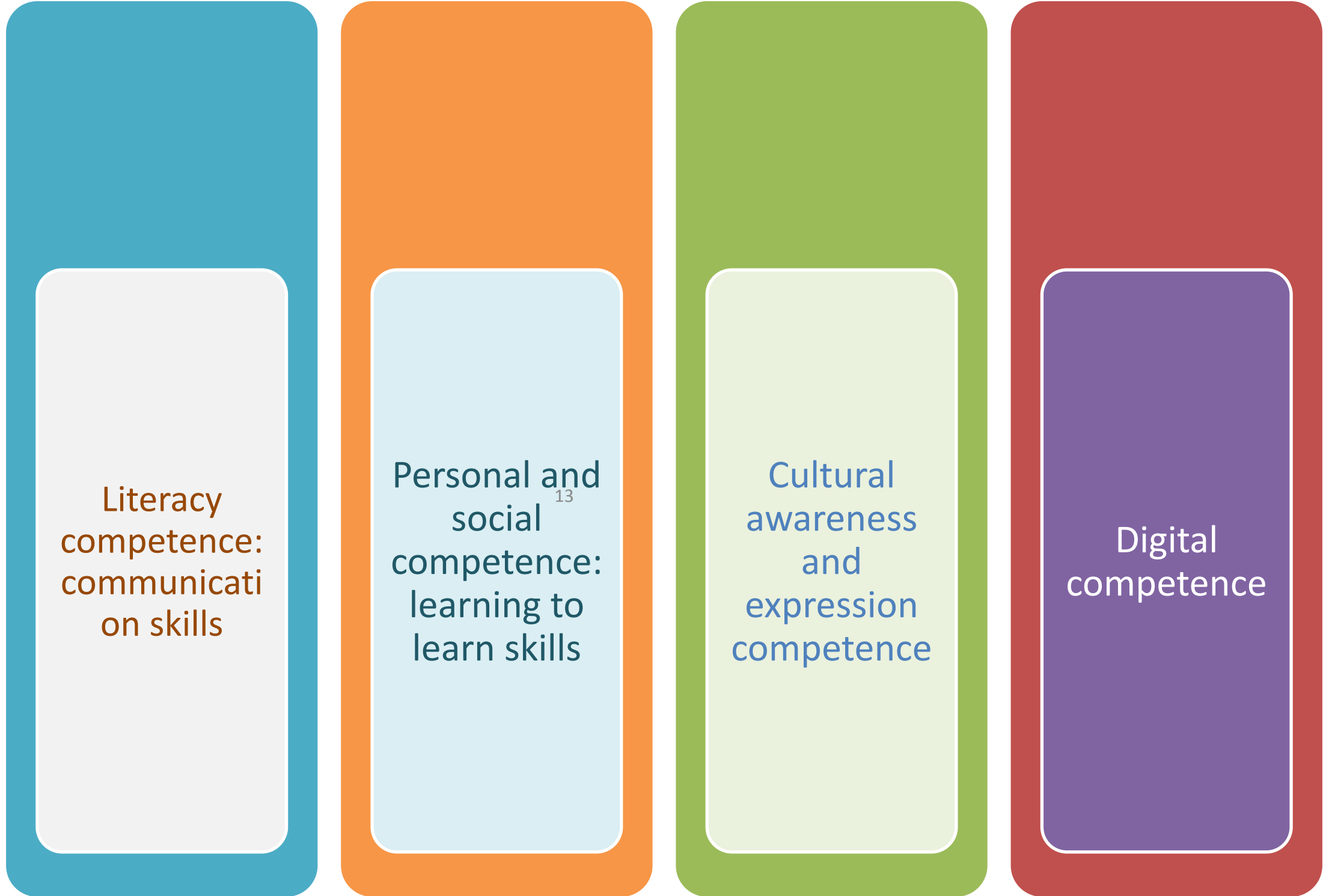
Unit 3 - Art-based Learning and the Relational Dimension of Pedagogy

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
social¹³
competence:
learning to
learn skills

Cultural
awareness
and
expression
competence

Digital
competence

Structure

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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.

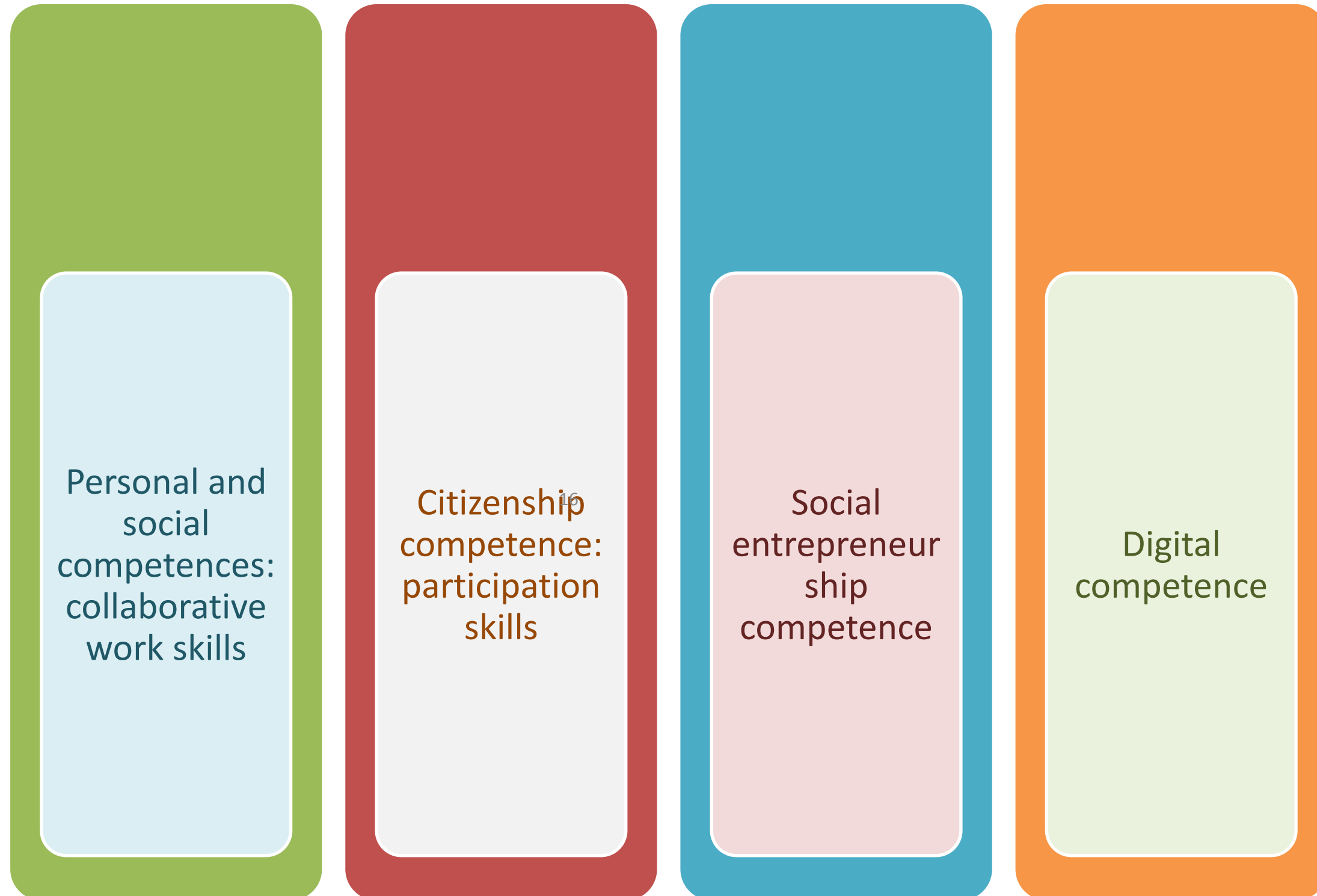
Unit 3 - Life Projects and Social Entrepreneurship

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



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**.

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

