

European Policies for preventing Early School Leaving: some examples

1. Teacher Unions preventing early school leaving through the use of ICT in education

The European Trade Union Committee for Education (ETUCE) in partnership with teacher unions from Denmark, Greece, the Netherlands, Portugal, Slovakia, Azerbaijan and Russia, have realized the project.

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The aim of the project is reduce the percentage of early school leavers in upper secondary schools in Europe and to support students at risk of exclusion from formal education through the pedagogical use of **ICT**, ICT-based tools and innovative teaching based on ICT

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The project aims to include education staff and students at grass root level, as well as to interview staff from one teacher education institution and two schools in each of the four partner countries (Denmark, the Netherlands, Portugal, and Azerbaijan). A delegation of one researcher and three teacher union representatives interviews the school heads, members of staff and students of the selected institutions on the basis of the questionnaire that has been developed in the advisory group.

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After the case study phase a workshop gathering students, teachers and head teachers, teacher unions and education employers will be organised to involve all relevant education stakeholders in developing the policy and to draft the concrete and practical guidelines.

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The project partners and ETUCE member organisations have distributed 49.000 postcards in 24 languages in a campaign to raise awareness on the issue and to collect good practices on how ICT is used pedagogically to reduce the percentage of early school leavers.

The ETUCE has set up the project website, where the results achieved up until today have been published. The website has been linked to former ETUCE projects on eLearning (ELFE 1+2) and the ETUCE project page, as well as the project partners' respective websites.

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- Identify how ICT and innovative teaching based on ICT can motivate and re-attract students at risk-of exclusion from formal education;
- Analyse the effect using ICT in education has got on these students at risk-of exclusion in terms of raising the potential to (re)connect them to learning and active citizenship;
- Identify specific teacher skills and competences needed to make proper use of ICT in education;
- Analyse how teachers can use ICT to better integrate and bridge between formal and non-formal education
- Examine the transferability of methods and project results to other countries

2. Prevent network

The PREVENT network was set up to find ways to reduce Early school leaving - with a special and in many ways innovative, idea to better involve **parents** in the preventive measures. PREVENT is a network of ten EU cities; Nantes (lead partner), Antwerp, Sofia, Gijon, Stockholm, Munich, the Hague, Usti nad Labem, Catania and Tallinn.

2. Prevent network

Schools and education systems in some countries are asking parents to increase their levels of involvement in their children's education and to be more present in their children's lives. Parental involvement is included in policies and frameworks, thus recognising that parents are key actors in children's educational upbringing, and acknowledging that students benefit when parents are involved and form partnerships with schools and teachers.

2. Prevent network

- **Kaap** :This network gives low-educated parents more skills to get involved in the school of their children by organizing Dutch classes with content based on the school.
- **Samen School Maken** : Ten meetings with parents of the same school supervised by a professional mentor. The school team gives input and the parents learn about different aspects of the school.
- **Opvoedingsondersteuning** (educational support for parents) : The educational support office organizes an “educational shop” for parents, with information sessions, parent groups. They offer support to parents and grandparents who take care of children in the age of 0 – 21 year.

3. PARENTING EDUCATION CAMPAIGN

The main purpose of this Turkish campaign is to raise awareness of parents about the benefits of receiving training on how to raise their children

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During the campaign, parents will be encouraged to participate in the Parenting Education Programme. This programme is being made available under the coordination of the Non-Formal Education and Apprenticeship General Directorate of the Ministry of National Education. It is implemented through the financial assistance of the European Union, the technical assistance of UNICEF.

3. PARENTING EDUCATION CAMPAIGN

As a result of the project, parents will have learnt how to communicate effectively with their children and to support their mental, physical, social and emotional development. Another subject dealt with includes raising awareness towards parents with disabled children.

The programme campaign also emphasizes the role of the father in child raising, and calls fathers to take part by reminding them of the importance of fathers support.

4. Plano Integrado de Educação e Formação

Integrated Plan for Education and Training - targeting groups of young persons between 15 and 18 years of age having completed primary school (4th grade), with the objective of obtaining double certification (2nd or 3rd grade school certificate and Professional certification – Level 1).

The focus of these courses is the acquisition of entrepreneurial skills – the aim is to work on underdeveloped skills such as organization, communication, experience in the work context, which are not included in field of training. Daily follow-up is also a factor contributing to success.

4. Plano Integrado de Educação e Formação

The “Integrated Plan for Education and Training” is composed by **3 one year courses** are held in the fields of Sewing/Tailoring, Pastry/Bread making, Carpentry, and Assembly/Carpentry. Moreover Trainees are followed-up after end of training. They are **coached** in writing a CV, directed to the job centre or enrolled in professional training. Weekly meetings are held with the technical team and monthly meetings are held with the technical team and with trainers and teachers.

4. Plano Integrado de Educação e Formação

The main factor in innovation and performance is the constant adjustment and upgrading of training courses available (courses are held in accordance with job market requirements, for example, sewing classes were discontinued as they had no job prospects and computer classes were introduced instead). The focus of these courses is the acquisition of entrepreneurial skills – the aim is to work on underdeveloped skills such as organization, communication, experience in the work context, which are not included in field of training. Daily follow-up is also a factor contributing to success.

5. School “I care”

“I Care” school is innovative in establishing an alternative schooling model, with close association with the public school system. Moreover, education in the I Care school is imparted by a group of educators that also include psychologists and pedagogues, with the objective of being more holistic.

5. School “I care”

The target group is composed by: Students between 13 and 17 years at risk of school dropout.

The “I care” School is composed of two different working groups with different duties and responsibilities.

5. School “I care”

The implementing team is composed by two educators (a man and a woman), a co-ordinator and is supervised by a psychologist and a pedagogue. The teaching team is composed by four teachers.

The first team co-ordinates the project and relations with public schools involved in the project, while the latter are in charge of ensuring the coherence of the programmes within the requirements of the national education system. These two groups meet every month to discuss ideas and develop the project.

5. School “I care”

Assisting the students to achieve the diploma is the ultimate goal of the project.

These students who attend classes here are usually those which fall behind in classes and in performance and hence at the risk of abandoning the education system. Therefore, this alternate system provides closer attention to their learning needs by enhancing motivation to stay in school.

5. School “I care”

Firstly the students are selected through an interview process, along with their families. An “education contract” is signed between the administration of the regular school that is attended by the student, the coordinator of the “I care” school and the pupil and his parents. This contract explains the purpose of undertaking this alternative education system.

5. School “I care”

During the first three months activities are centred around assessing the students’ needs and rebuilding their motivation. This task is undertaken through individual interviews of each student by the educators and teachers and through observing how the students follow the common rules. This phase is followed by a period where the educational work becomes the core of the project. The last two months of the project are dedicated to the preparation of the final exam.

5. School “I care”

Since students with different issues stay in the same class tension may arise and there maybe some hindrance to effective learning. The programme is not always focused on specific problem of the participants and is general in nature, thereby may not directly address the problem.