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GUIDELINES

for the organization of the training course
“Preventing and combatting early school
leaving”



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Guidelines for the organization of the course “Preventing and combatting early school leaving”

Introduction

Nowadays the scientists in education, the international organizations, the national educational policies study the subject of early school leaving. Most countries have developed their own national definition of early school leavers. But leaving education and training early is a complex issue et vary student from student. There are still a lot of challenges in establishing the effective strategies. The main strategy of this training course is to ensure collaboration between different educational actors, to establish partnership between different entities: school, community, parents.

The originality of our work depends on the approach of the training. Achieve, through reflective work by all participants and through the collaboration approach, to identify different strategies to tackle ESL.

Much work on ESL focuses largely on "tools", the question of "how to". The training course “Preventing and combatting early school leaving” highlights the “what” and the “why” without setting aside the “how”. Thus, the reflective work proposed at the beginning of each module constitutes the common thread of the training. The exchange between the participants, their different reflections is an essential part of this training.

So the **Guidelines for the organization of the training course “Preventing and combatting early school leaving”** is dedicated to the teachers, youth workers and training professionals but also to the principals and different educational bodies.

The objectives of this guide are the following:

- ✚ to facilitate the implementation of the training and to be active in its diffusion;
- ✚ to provide a tool directly applicable by professionals and the organization interested by the training;
- ✚ to assess the acquisitions of people who have completed the training and the impact of the training.

The Guideline is composed of **three chapters**:

- ✚ **Implementation of the training course.** Advice on implementing training and adapting it to different audiences of young people (depending on their age, their social origins, the types of difficulties they encounter; support for the training program designed by the project. It must allow a precise outlook on the progression of each participant;
- ✚ **Assessment of the training**
- ✚ **Implementation of the sensibilization sessions for the parents.**

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CHAPTER 1: GENERAL ORGANIZATION AND IMPLEMENTATION OF THE TRAINING COURSE

1.1. General organization

The training course consist of ten modules:

- Early school leaving
- Inclusive education
- Identification of young people in difficulty
- Accompaniment and stances
- Educational and professional orientation ; guidance
- Social skills, autonomy, critical thinking
- Linking non formal and informal learning
- Collaboration with families
- Collaboration with associations (community)
- School, community, family

Each module include:

1. Research contributions to the issue addressed (theoretical contributions during course time with or without prior preparation, excerpts from articles, flipped classroom model, etc.);
2. Implementation (good practices, tools, exercises, analysis of existing systems);
3. Evaluation (individual self-evaluation in groups or collectively, reflective workshops, problem situations to be solved, role plays).

Overall course goals:

- Promote cooperation between trainers, educators, teachers, parents and external and internal partners to combat early school leaving;
- Promote learning for all pupils;
- Develop practices that promote the educational and social inclusion of young people with learning difficulties and young people from socially disadvantaged backgrounds;
- Improve teachers' practices to take better account of the diversity of children and adolescents;
- Provide tools for pupils to establish links between the learning (formal, non-formal, informal) that they achieve in their different areas of life;
- Improvement of teachers' practices to take better account of the combat against difficulties and early school leaving among young people.

Skills to be learned in the course to achieve these objectives:

- Know how to identify and analyse the needs and difficulties of young people;
- Know how to implement pedagogical actions and strategies;

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- Acquire and implement theoretical and practical knowledge to be able to develop inclusive teaching strategies;
- Apply collaborative strategies by developing projects and exchanges between the different educational actors and parents with the aim of achieving the educational success of all pupils;
- Improve teachers' practices for a better integration of formal, non-formal and informal learning to combat the educational and social difficulties of young people;
- Know how to manage and develop partnerships, implement collaborative educational actions and share effective practices.

In order to promote to the maximum the development and the implementation of the training course, the following actions are proposed:

1) Before the start of the training :

Before proceeding to the beginning of the training process, the participants will be asked individually to record a video in which they explain where their institution is in relation to early school leaving.

In this presentation **video – “state of art”** it is important that the following questions appear:

- ✚ Impact of early school leaving on the institution (or how they understand and explain this situation)
- ✚ Identification of the different actions that have been carried out to respond to this situation.
- ✚ Difficulties, gaps, unresolved issues in relation to the situation that cause more concern in the institution.
- ✚ Role of the different agents (actors) involved in offering a response to the group of vulnerable people experiencing this situation
- ✚ Other aspects that are considered relevant to comment on and share with colleagues.

2) Training sessions:

The training sessions will have a monthly face-to-face character.

In order to actively participate in each of these sessions, participants must read the materials of the corresponding module before the session.

To promote debate and joint reflection among the different participants, this guideline will be used to prepare different guiding questions that will be addressed throughout the session.

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3) Activities related to each module:

Between sessions, the participants will consult online material¹ (the different parts of the modules) and they prepare a document in which they will briefly reflect:

- ✚ Identify the topics linked to the subject dealt with in the module in their organization;
- ✚ The action to be developed (a specific, delimited action is not understood as a long-range project) to offer a response tailored to the need detected.

4) Assessment:

Each module propose an auto-evaluation. The different activities linked to each of the modules will be monitored.

In order to evaluate the training course, a final common evaluation questionnaire for all the participants should be distributed².

1.2. Implementation of each module

MODULE 1: EARLY SCHOOL LEAVING

Module objectives:

- Discover the origins of early school leaving.
- Discover the notion of early school leaving (ESL) or "school dropout process"
- Have a vision of early school leaving in Europe.
- Understand the mechanism of the early school leaving process: factors, causes and issues.
- Discover the different profiles and portrait of dropouts

The contents :

- Evolution of the school system
- Definitions: school dropout, absenteeism, school failure
- Data and statistics
- Factors
- Different early school leaver profiles

¹ The online activities will depend on each organization that implement the training course. It could be online sessions via the different online platforms or some online activities, as for example, different parts of the modules that the trainer will send to the participants before or after the face-to-face sessions. The online part of this training course aims to complement the face-to-face training. Different platforms can be used : the platforms of the organizations, or the different collaborative platforms as Padlet or MOOC

² This part is presented in the Chapter 3 of the Guidelines

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- Portraits of early school leavers.

A. Individual work: the reading of the different definitions of ESL of the module, data, statistics, factors

Group feedback (45 minutes)³: three questions to initiate the reflection:

- What are the reasons of ESL ?
- Identify two or three portraits of early school leavers.
- Restore four or five observables of fragile students

B. Work group (2 hours): understand the mechanism of the early school leaving process: factors, causes and issues.

1. Description. I describe a situation (only one) of loss of interest, of motivation of a student (or dropping out student). What happens to the student / young person? How does he/she see the situation? What are the factors that generate this disinterest, the dropping out?
2. Analysis. Do I have some analysis of the situation? Hypotheses of intelligibility?
3. My experience. What does this make me go through as a teacher, a trainer, an educator?
4. My educational action. What do I do? How do we act (or not) as a team?

C. Work group (1 hour): Discover the different profiles and portrait of dropouts

1. Take a profile of an early school leaver and present it to the other participants.
2. Draw up the portrait and typology of early school leavers. Possibility of presenting the student in the form of skits, role-play.
3. Exchange with the other participants.

D. Conclusion: In groups, take up a system (or one tool) to fight against ESL present in the module or another known one, identify the issues, the objectives, and the impact. Secondly, identify the strong points and possibly the gaps or at least the possible avenues for development.

Assesment: individual work then collective feedback

- What are the reasons for dropping out of school?
- Clear two or three dropouts.
- Restore four or five observables of fragile students

Possibility in the form of sketches, to play the role of a "dropout" student. The other participants having to paint the portrait.

³ The duration given in each activity is approximate and depends on the number of participants, their level, etc.

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MODULE 2 : EDUCATION INCLUSIVE

Aims of the module:

- Develop practices that promote the educational and social inclusion of young people with learning difficulties and young people from socially disadvantaged backgrounds
- Improve the practices of teachers and youth workers to take better account of the diversity of children and adolescents
- Improvement of the professional practices of teachers and youth workers to take better account of the difficulties and dropping out of school for young people
- Providing knowledge on inclusion
- Providing knowledge on special educational needs
- Preparation for the recognition of special needs

The Content:

- Identification and analyse the needs and difficulties of young people
- Theoretical and practical knowledge to be able to develop inclusive teaching strategies;
- Know how to recognise the students' features, special needs, knowledge and competencies
- Measurements in European education
- Good practice : classroom management with a democratic angle as a method to maintain motivation and success for students in school
- Democracy and Student involvement in Denmark

A. Individual work (1 hour) : theoretical content of the module

Group feedback : three questions to summarize this module:

- How would you define inclusive school? Inclusive environment?
- What are the different measures/ strategies of inclusive school/environment?

B. Work in small groups (2 hours) and debriefing: build a “typical” inclusive teaching session.

C. Group work then group feedback (1 hour) : “Is our school (organization) inclusive? ”

Create a self –assessment tool so evaluate your organization. The aim is to make a diagnosis of your organization based on your observations by presenting objectives and areas for progress, key points, improvement actions and an implementation plan, by

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providing for monitoring tools, such as dashboards, monitoring sheets, etc.

The topics discusses could be the following:

1. Welcoming and educating;
2. Adapt to the specific educational needs of students;
3. Train and support educational teams in the education of students with disabilities or difficulties;
4. Secure the path of the student with a disability or learning difficulty;
5. Work in partnership (school, community, educational and medical centers, families).

Assesment:

- ✚ **Discussion on** segregation, integration, inclusion terms
- ✚ **Team work:** 4 persons group (in international context: 1 from every nation; in national context : 1 from every organization) – Discuss your nation’s term for special educational needs, learning limits. What are the similarities and differences between the other terms?
- ✚ **KIP – teamwork:** Write minimum 5 open-ended tasks!
- ✚ **Try a KIP lesson!** You will need a main topic, open-ended tasks and individual tasks
OR
- ✚ **Make your own individual student map.**

MODULE 3: IDENTIFICATION OF YOUNG PEOPLE IN DIFFICULTY

Module objectives:

- To find and identify vulnerable young people at risk of dropping out of school;
- Identify indicators that can be used to detect learning difficulties or disabilities;
- Implementation of actions to be taken;
- Discover several phases of the process of identification of pupils in difficulty;
- Discover different tools for identifying weak pupils;
- Discover different tools for finding and identifying pupils in difficulty;
- Create a system for identifying and supporting vulnerable pupils.

Contents:

- Identification of early school leavers (signs, factors)
- Identification process
- Key areas for implementation
- Assessments to identify the degree of difficulty
- Case study: French example

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A. Individual work (1 hour) : theoretical content of the module.

Group feedback : two questions to summarize this module:

- What are the known predictive signs of young people in difficulty?
- How can we identify vulnerable/weak students?

B. Group work (1 hour) : each small group (3-5 participants) choose one tool presented in the module and discuss it within the group.

Group feedback : define the framework of practices and establish an action plan

Assesment:

- ✚ In small groups, with regard to this module, you will have to identify one or two students in your practices which seem to you to correspond to fragile students in a situation of dropping out.
- ✚ Secondly, you will have to make assumptions about their profiles : signs, indicators, types of difficulties, profiles, and constructing and proposing a team remediation process.
- ✚ The principle of restitution will be collective in order to provoke exchanges and debates.

MODULE 4: ACCOMPANIMENT AND STANCES

Objectives:

- Discover and understand the different concepts of teaching aids.
- Discover and become familiar with the different aid mechanisms.
- Understand what is meant by the term "assistance" and “accompaniment”

Content:

- Key words: let's define
- Statement of art of different modes of “help”: evolution of the concept
- What is accompaniment and what is not
- Tutorial action as key element to reduce early school failure.
- Now what ? : emotional state of the individual at the beginning of the tutorial action

A. Individual work (1 hour) : theoretical content of the module

Group feedback : three questions to summarize this module:

- What definitions of assistance and accompaniment do you retain? Why?
- What does “tutorial action “mean?
- What types of accompaniment and tutorial actions do you know?

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B. Group work with the tools presented in the module (1 hour)

With regard to the good practices described in the module:

- What difference do you make between a student with academic difficulties and a student who has dropped out of school?
- What devices, existing aids seem to you to be the most judicious and to retain as a priority?
- What “ideal” support/tool could be imagined for each student in a dropout situation?

Assesment:

1. Summary of debates and work objectives.

Bring out the questions that will serve as a basis for team reflection and the establishment of support tracks for pupils dropping out of school.

- What do we do to keep them from dropping out?
- What are the approaches that work? What pedagogies? What reinforcements are used? What is there and what is working?

2. Tutorial action as key element to reduce ESL

What accompaniment actions would you perform in your workplace in order to reduce ESL?

Identify 5 usual statements by youths related to the current situation of the labor market and the usefulness (or uselessness) to study. Describe how would you challenge or promote them through accompaniment.

Statement example: Why do I have to finish my secondary education if all I want is finding a job, the sooner the better?

MODULE 5 : EDUCATIONAL AND PROFESSIONAL ORIENTATION ; GUIDANCE

Objectives:

- Understand the evolutions of the question of guidance in connection with societal evolutions
- Discover how to take the person into consideration when choosing an orientation
- Limit the impact of the technique and the system to leave space for free choice and self-knowledge

Contents:

- Origin and evolution of guidance to this day.
- Current state of guidance in compulsory and further education
- What is guidance and what is not
- Guidance counselor profile: key issues to master.

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- Actors in the guidance process: teachers, local technicians, families, youth models
- Guidance by competencies model: methodology, objectives and implementation stages.
- How can guidance help us reduce ESL.
- Definition of improvement proposals to encourage a reduction in early school failure.
- Motion for a resolution of a case study applying the different resources

A. Individual work (1 hour) : theoretical content of the module

Group feedback: two questions to summarize this module:

- What are the actors in the guidance process ?
- What are the definitions of improvement proposals to encourage a reduction of early school leavers?

B. Group work (1 hour)

Analyzing the characteristics of academic and professional guidance models implemented in their workplaces (schools, local services, organizations, etc.). Say what is guidance and what is not.

Guidance by competencies model: methodology, objectives and implementation stages.

Describe a practical activity to be done with your students / users to work:

HOW AM I?	
WHERE AM I?	
WHERE AM I GOING?	

Assessment:

Definition of improvement proposals to encourage a reduction in early school failure.

What guidance actions would you perform in your workplace in order to reduce ESL? Write a short paper containing the key actions and the examples.

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MODULE 6 : SOCIAL SKILLS, AUTONOMY, CRITICAL THINKING

Objectives:

- Define social skills, soft skills;
- Understand the importance of social skills
- Discover how to take into consideration the social skills and to develop them at school

Contents:

- Definitions: social skills, soft skills
- Autonomy
- Critical thinking

A. Individual work (1 hour) : theoretical content of the module

Group feedback: three questions to summarize this module:

- What is the critical thinking?
- What is the role of social skills?
- Why the development of autonomy of the student is important?

B. Group work (2 hours)

Based on your observations and professional experience, build a list of exercises that can be used to develop critical thinking of students/youngsters.

Presentations of each exercise and group discussion.

MODULE 7 : LINKING NON FORMAL AND INFORMAL LEARNING

The objectives:

- To explore different types of learning: formal, non-formal, informal
- To know to make bridges between the different types of learning
- To discover of concept of reflection in order to give the sense to different ways of learning
- To identify the concept of reflexion/ reflexivity, professional reflection

The content:

Part I Non formal, informal learning

- The origins of the trilogy
- Formal, non-formal, informal
- Concepts, definitions: Lifelong learning, experiential learning, and youth work.

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- Formal learning and learning styles
- Formal/Non formal/informal

Part II Reflection as a key element

- The non-formal and informal learning and its articulation with school system
- The Reflection as a key concept

A. Individual work (1 hour) : theoretical content of the module

Group feedback: three questions to summarize this module:

- How can you describe non formal and informal learning? What are the processes?
- How can we “bridge” different educational spaces: formal, non formal, informal? For what purposes?
- Why is the process of reflection is important?

B. Work in small groups (45 minutes): each group choose one tool presented in the module and discuss it.

C. Group work (45 minutes) : experimentation and debriefing of the module.

Example: Learning journal

Aim: to provide a space for reflection at individual level for participants to take ownership over of their own learning.

Ideal group size: any

Material: notebooks for all participants (can be their own ones too), pens

Duration: 20-30 minutes each day, plus 15 minutes to explain the process to participants at the first day.

1. Explain participants about the fact that they are responsible for their own learning process and remind them about the principles of non-formal learning.
2. Explain that the exercise will be self- directed and it is up to them how they would like to put an effort in it. Tough in each day facilitators would dedicate time for self-reflection time so journals could be written.
3. Each day for about 20-30 minutes let the participants to think and reflect about what happened with them and what it means for them in terms of learning. Let them to record it in a way they wish to do so. To further support let them to do this freely but not after the closing of the official program of the day. Otherwise it would mean that reflection is not part of the program.

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MODULE 8: COLLABORATION WITH FAMILIES

PART I

Objectives:

- Discover and understand the complexity of teacher-parent relationships
- Learn to take into account the socio-cultural contexts of families
- Discover the concepts of educational alliance and partnership
- To be able to propose actions in partnership

Contents:

- Relationships to be built
- School and family relationship (difficulties, parents' socio-cultural background, families of "dropouts")
- Notion of partnership/collaboration/ co-education
- Notion of educational alliance
- Parenting support

PART II

Objectives:

- Foster cooperation between youth workers, educators, teachers, parents and external and internal partners to fight against early school leaving;
- Develop practices that promote the educational and social inclusion of young people with learning difficulties and young people from socially disadvantaged backgrounds;
- Improvement of the professional practices of teachers and youth workers to take better account of the difficulties and dropping out of school for young people.
- Providing knowledge on nonviolent communication, adult learning

Content:

- Sociological approaches to families
- Socialization and social inequalities
- Demographic trends and social inequalities
- Educational actions and strategies and methods, good practises
- Non violent communication
- Consciousness with own adult learning

A. Individual work (1 hour) : theoretical content of the module

Group feedback: three questions to summarize this module:

- What type of relationship do you have with the families?

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- Why is it important to take into consideration socio-cultural contexts of families?
- How to build alliances/partnership between your organization and the families?

B. Individual work (1 hour) : View presentation – ‘*collaboration with families*’ ppt

Group discussion :

- disadvantaged target group terms
- Experiences in communication with families, parents
- Experiences in nonviolent communication
- Nonviolent communication: Write efficient me-messages for several situations.

C. Individual work:

Collect disadvantaged target group terms from your country/organization.

Write 3 short dialogue in efficient me-messages for everyday situations.

D. Group work :

Team work: 4 persons group :

Discuss your nation’s term (or within the local context) for disadvantaged target group.

What are the similarities and differences between the other terms?

MODULE 9: COLLABORATION WITH ASSOCIATIONS (COMMUNITY)

Objectives:

- Understand the importance of partnerships with associations (community)
- Learn to manage the partnership to build complementarity and establish the role of each partner involved
- Know how to establish partnership plans and community projects
- Learn to establish the education links with associations and build the accompaniment projects

Contents:

- Active guidance and accompaniment projects
- Success factors and elements to be improved
- Main social actors involved.
- Youth and their main needs.
- How to establish the education link in community projects.

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- Core principles of comprehensive work: how to work coordinately.
- Examples of best practice in guidance and accompaniment: analysis of 3 flagship guidance and accompaniment projects depending on the setting of the intervention: compulsory education, further education, and comprehensive intervention.
- Motion for a resolution of a case study, to be chosen between 3 options, according to the individual's own interests. Methodology: case analysis, definition of causes and definition of an applied intervention proposal.
- Definition of an improvement plan that allows the individual the application of acquired knowledge to integrate guidance and accompaniment in their day-to-day work environment.

A. Individual work (1 hour) : theoretical content of the module.

Group feedback: three questions to summarize this module:

- What are the success factors of this collaboration? Describe a few.
- How to establish the education link in community projects?
- Can you describe the collaborative schemes in your practices or in your organization
- Define the partnership: what it is and what it is not

B. Group work

In small groups, create and develop the sessions for parents to make aware of ESL.

Assesment:

Debate/ group discussion : answer the following questions and discuss the answers within the group:

- ✚ What are the main subjects that require a partnership?
- ✚ Establish a partnership plan between a school and a social action center (or other local organization).

MODULE 10 : SCHOOL, COMMUNITY, FAMILY

Objectives:

- Learn to establish the education link in schools, families, and projects from associations
- Understand the primary role of parents in monitoring children
- Open up possibilities in complex partnership situations

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Content:

- How to establish the education link in schools, families, and projects from associations
- Guidance program as a research project
- Transversal guidance program
- Examples of best practice in guidance and accompaniment: analysis of 3 flagship guidance and accompaniment projects
- Motion for a resolution of a case study, to be chosen between 3 options according to each individual's own interests.
- Definition of an improvement plan that allows the individual the application of acquired knowledge to integrate guidance and accompaniment in their day-to-day work environment.
- Nyborg model

A. Individual work (1 hour) : theoretical content of the module

Group feedback: three questions to summarize this module:

- How to establish the education link between schools, families and associations?
- What's the importance of the partnership and collaboration between different entities?
- How the partnership approach can tackle ESL?

B. Group work and debriefing (2 hours)

Choose one model of partnership and highlight strong/weak/ to be improved points

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CHAPTER 2: ASSESMENT OF THE TRAINING COURSE

This part aims to **assess the training course itself (satisfaction part)** and the **skills and knowledge acquired by the participants (auto-assessment part)**. Ensuring that all parties have complete understanding of the process of evaluation, assessment is imperative to a professional development of the participants.

Therefore, the questionnaire will aim at a better identification of the profiles of the different persons and show what representations these persons have of the trainings they have followed. The idea is also to assess the training in order to suggest improvements and adjustments.

Assessment of the training course

For what reason (s) did you participate in this training?

- ❖ Advised by your superior
- ❖ Strengthen your skills
- ❖ Acquire new skills
- ❖ Necessary for your professional development

General organization

- ❖ Organization and conduct of training
- ❖ Quality of teaching materials
- ❖ Skills of the trainer (s)
- ❖ Progression of training (duration, theory / practice alternation)
- ❖ Articulation presential/online sessions
- ❖ Clarity of content

Degree of satisfaction of the participants in relation to the training

- ❖ Did the training meet your initial expectations?
- ❖ Do you think you have achieved the educational objectives planned during the training?
- ❖ Do you consider that the training was in line with the job / the realities of your sector (organization)?
- ❖ Would you recommend this training to someone doing the same job as you?

- ❖ List the positive aspects
- ❖ List the negative aspects
- ❖ List the Improvement aspects

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Skills and knowledge acquired by the participants

TEAMWORK

One of the objectives of the training is to **highlight the importance of teamwork** in order to prevent and combat ESL.

- ❖ Has the training enabled specific consultations to enable the team to collectively reflect on the prevention of ESL?
- ❖ Has the training provided a better understanding of the phenomenon of ESL with the team you work with?
- ❖ List the actions put in place with the team in connection with the prevention of ESL

PARTNERSHIP ACTIONS

The central idea at the heart of each of the modules is the coordinate the actions working with different professional profiles:

A. With external partners (association, social structure, etc.)

- ❖ Has training helped you to better understand the importance of partnerships in preventing ESL?
- ❖ Has the training helped you coordinate the different partners to enable the child to have a legible path by setting common goals?
- ❖ Did the tools given by training for the child's follow-up and support to achieve his or her goals help you.

B. With parents

- ❖ Has training helped you understand the major role of parents in the fight against ESL?
Has your partnership posture with the parents changed since the training?
- ❖ Have the tools that have been communicated to you help you to better build and understand the different encounters with parents?
- ❖ Have specific actions been put in place for parents (action to prevent dropping out, action to implement the support of children in the drop-out phase)?

SELF ASSESMENT OF SKILLS

Assessment of the content of the training

- ❖ Has the training given you a better understanding of the phenomenon of ESL?



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- ❖ Did you understand the role of partnership in ESL?
- ❖ Do you able to establish the different actions in order to tackle ESL in your organization?
- ❖ Do you able to initiate the different partnership in order to prevent and combat ESL?
- ❖ Do you think you can better accompany your students/ the child?
- ❖ Has training helped you anticipate school dropout situations?
- ❖ Has training helped you find solutions to a dropout situation?
- ❖ On all the topics covered by the training, what concrete advances are most significant on your practices (building the young person's career, orientation, relationship with partners, parents, mobilization of the young person on learning, etc.)

At the end of this training, do you consider that this training enabled you to:

- ❖ Gain self-confidence
- ❖ Improve the quality or efficiency of your work
- ❖ Improve yourself
- ❖ Develop new skills
- ❖ Were you able to put your new skills into practice

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CHAPTER 3: SESSIONS WITH PARENTS

The organization of the sessions with parents is the important subject in order to prevent and combat ESL. This part is dedicated to professionals who are willing to establish a strong partnership between the organization (the educational actors) and the parents.

The objectives of the parents-oriented sensibilization sessions are:

- ✚ To inform the parents about the basic vocabulary related to the project's theme (e.g. early school leaving, learning, different types of knowledge, integration)
- ✚ To know how to identify their children's difficulties
- ✚ How to help their children in their learning process?
- ✚ To collaborate with all the educative actors (associations, schools, municipalities)

This guide offers directions on how to organize sensibilization sessions for the parents in order to involve them in preventing and combatting early school leaving and to improve their children's learning.

The role of parents

A climate of trust between institutions and the family promotes the success of all students.

For children who still have parental authority, the role of parents is key to the child's growth and development. Parents are referred to as their children's "first educators." The importance of their role is clearly understood when trust between the institution is not there, making the educational act impossible. In the prevention of dropping out, the role of parents is at the heart of the scheme. It is impossible to "hang up" a child if the parents do not get involved. Sometimes, dropping out can even take root in the family unit where distrust of school and educational bodies is such that the child cannot find reference points and in comes to reject it. From this perspective, the temptation is great to "remove" the parents of the institution, but these attempts made in several countries, including France, inevitably leads to failure and increases the caution vis-à-vis the institutions. Like any partnership, the relationship with parents is based on two principles for creating or recreating one of trust:

- the parents' precise knowledge of the institution's project, the implementation of this project (the rules, the actions carried out), the place and role of the actors, the values transmitted.

- the regular maintenance of the relationship through the meeting that allows to involve all the actors, set the objectives and the role of each around the child. Apart from meetings, regular communication with the family about what the child is going through within the institution. Knowledge of each other and regular communication allow in any type of relationship to grow and maintain trust.

Guidelines for the organization of the course “Preventing and combatting early school leaving”

While some relationships may seem complex, the goal of the "professional" must be to restore trust and partnership. Like any partnership, all actors must be involved. Thus, every educational actor must have this concern to work to build a coherence for each child. Within the institution, this work is facilitated by simpler and more obvious teamwork. It is less so when one brings in the "private sphere", the family context, very different from one young person to another. It is in this particular situation that the parents must be made involved. It is through them that coherence can truly be deployed. This system, based on the quality of relationship, allows us to anticipate disagreements and conflicts that can lead to a fracture that promotes dropping out.

An example of support to help the student set his or her goals. From there, the institution and the parents benefit from a roadmap allowing the follow-up where everyone is an actor in the success of the child

Name

Success contract

<u>Balance sheet</u>	
Positives/points of support	Goals to be achieved for the
➤	➤
➤	➤
➤	➤
➤	➤

Educational and/or pedagogical adaptations (if necessary):

-
-
-

Concrete ways to achieve the goals:

-
-

School

Student

Parents

In groups of 4, create a situation where the child shows signs of dropping out. From this situation, simulate a meeting between the two parents, the child and a teacher (or other professional).