



BELOW 10

***Learning by doing: Local Communities
work and learn together to prevent
and reduce Early School Leaving
and drop - out***

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THE “BELOW 10” PROJECT

“Below 10” is a three-year project, started in September 2016, realized by a partnership of nine organizations in six EU countries: Croatia, France, Italy, Portugal, Romania, and United Kingdom (UK). The Partners include schools, NGOs, and University research centers. Below 10’s aimed to address the challenge of early school leaving (ESL) through prevention, new pedagogical strategies, and the strategic co-operation between schools and their local community.

The international scientific community agrees that Early School Leaving (ESL) has a multi-dimensional nature, a finding that has been confirmed by the social research conducted as part of “Below 10”. Following the findings, our project aimed to address the aims above by developing transversal and multi-disciplinary solutions and methods so as:

- to improve the skills which both schools and informal education actors need to work together;
- to introduce didactic methods oriented to re - motivating all students, included those more disadvantaged;
- and to elaborate local strategic medium and long term plans to prevent and counteract ESL.

From 2016 to 2019, the Partners of “Below 10” completed two “Intellectual Outputs”:

1. Intellectual Output 1 was a social qualitative research of features and causes of ESL and drop - out in some areas that can be considered paradigmatic and generalizable to other European contexts;
2. Intellectual Output 2 developed a model of training and participative co - project planning, based on an Action / Research approach to problem-solving and which allows and enables the local actors to learn about and reflect on ESL in their territory, and, consequently, to innovate learning provision and teaching approaches and to elaborate together a local integrated plans of action. Such plans were/have been developed through:
 - an initial phase of locally delivered training workshops involving “second level stakeholders” (teachers, professional educators, volunteers and social workers);
 - a second phase consisting of practical work, which implemented the lessons learned to design pilot experiences developed by the workshop participants together with young people, and taking place inside and outside school;
 - a final phase during which the “second level stakeholders” come back for further training and to reflect on the lessons learnt by working with young people, so as to propose to the decision makers (or “first level stakeholders”: principles, headmasters, local institutions representatives, CSOs manager, etc.) local and multi-annual integrated plans to prevent and reduce ESL.



This publication disseminates the project 's results and outputs. Following an outline of the partners, Part 1 briefly summarises the findings of the social research and illustrates the structure of the Syllabus for the second level stakeholders' training. Part 2 show cases some of the pilot experiences realized as part of the project.



THE PROJECT PARTNERS

ITALY

ProgettoMondo Mlal is an Italian NGO, located in Verona, which, since 1966, has developed programmes for the empowerment of young people in Latin America, Africa, and Europe.

Fondazione Cassa di Risparmio di Cuneo is a non-profit bank foundation located in the Italian region of Piedmont which pursues social aims, including quality improvement of school system in its area. Furthermore, its Study Centre develops specific research activities in the field of education.

Azienda Formazione Professionale Scarl is a vocational school located in the province of Cuneo, Piedmont, operating three sites which offer, annually, around 500 courses to about 3,000 students (youngsters under 16, employed workers, apprentices, disadvantaged adults, etc.).

CROATIA

Youth Association Breza is an NGO based in Osijek, which since 2001 provides support to local institutions and schools in carrying out extracurricular activities directed to children and young people and conducts social service of organized housing with comprehensive and occasional support, counseling and assistance for children and young people with behavioral problems.

Srednja skola Dalj is a vocational secondary school, and the only rural school in Eastern Croatia. It has 80 students and offers two specializations: economics and agriculture.

FRANCE

Assfam is a French NGO, that since 2018 is a branch of the bigger Organization "SOS Group". It was founded in 1951 in order to coordinate and promote integration of migrant families. Nowadays it collaborates with schools and local administrations, offering a wide range of psychological and pedagogical support services.

PORTUGAL

ISCTE-IUL - Instituto Universitario de Lisboa is a public university with about 9,000 students, strongly oriented to multi and inter-disciplinary approaches. Its research centre CIES-IUL has developed in the last 30 years a great number of research activities in the field of sociology, political sciences, education, urban planning, etc.

ROMANIA

Organatia Salvati Copiii - Save the Children is the largest Romanian NGO for number of activities and volunteers. It operates in the whole



country and benefits more than 1,000,000 children with educational programmes and activities to defend and promote their rights.

UNITED KINGDOM

The University of Northampton is a modern university in the heart of England, with about 10,000 students and more than 250 courses. It is the only English "Changemaker Campus", and its "Centre for Education and Research" has a special focus – through national and European projects – on inclusive education.

PART 1

FROM RESEARCH TO TRAINING

STORIES OF YOUNG DROPOUTS: A SOCIAL SURVEY OF SUCCESS AND FAILURE

The report *Stories of young dropouts. A social survey of success and failure* is the first output of the Below 10 Project, focused on the causes and characteristics of school failure and early school leaving. It is the result of a research that was coordinated by CIES-IUL and carried out by all Below 10 partners. It includes data collected in Croatia, France, Italy, Portugal, Romania and United Kingdom. The research sought to answer the following questions: what are the causes of early school leaving and dropping out at a local level? How can early school leaving and dropping out be reduced? Its aims were: a) to give voice to young people's experiences and the process, causes and effects of early school leaving, retention and dropping out; b) to gather a number of "typical histories" that reflect the different situations in which early school leaving occurs; c) to identify the complex factors, actions, and views underlying early school leaving not only at individual level but also at school and community levels.

To meet these aims, interviews and focus groups were conducted with 291 young people, 36 family members, 101 education and training practitioners, 70 non-school practitioners and 9 other stakeholders.

Five youth profiles were taken into account in the research:

- a) Young people who have left school and are not in full-time education, employment or training (NEET) (23)

Number of participants in interviews and focus groups (n)

Participants	Croatia	France	Italy (Cuneo)	Italy (Verona)	Portugal	Romania	United Kingdom	Total
Young person]	28	40	89	24	34	45	31	291
Family member	4	9	6	6	5	6	-	36
Education and training practitioners	17	13	11	21	12	11	16	101
Non-school practitioners	11	26	9	4	11	8	1	70
Others	-	2	-	7	0	-	-	9
Total	60	90	115	62	62	70	48	507

- b) Employed young people who have not completed upper secondary education or vocational training (36)
- c) Young people who have been held back and are at high risk of early school leaving (89)
- d) Young people who have returned after a period of suspension from school (78)
- e) Young people enrolled in education or vocational training (65)

Through the analysis of the interviews and focus groups, the research reiterated that ESL is a multifaceted phenomenon. Evidence from the data identified four types of factors as causes of failure and school leaving: individual, family, school and community.

With respect to individual factors, the study found (de)motivation and inappropriate attitudes; (excess of) responsibilities and financial constraints, lack of autonomy and responsibility, and health challenges to be likely causes.

Concerning family factors, the analysis shows how dropout is the result of fundamental inequities. Social conditions, family structure, family relationships and family difficulties in engaging with education and school have an impact on the young people's academic pathways.

School related factors are the most numerous identified by the research participants, whether young people or adults. Most often school-related characteristics are revealed as determinants of dropout over and above family-related, individual-related and other motives. The relationship between teachers and pupils, the pedagogies used, the school management modalities and the absence of structures of participation seem to have a significant impact on students' engagement. Finally, community factors, connected with social contexts, sociability networks, neighbourhood characteristics, resources and institutions are less present in the narratives and reflections of the research participants.

The 29 life histories of the European youngsters demonstrate the diversity and complexity of the youngsters' trajectories in the different national education systems. Different national examples show how school organizations are massive and undifferentiated and trigger harmful effects – vulnerability and several types of abuses (from peers, parents or teachers), invisibility, isolation or demotivation in students. Others illustrate the school's incapacity to manage and compensate the youngsters' resources deprivation. They also reveal the difficulty youngsters have in navigating school tracks – multiple and mismatched with the needs and vocational orientations of the youngsters.

Overall, the research concludes that the problem of early school leaving implies more than the notion of students failing to achieve academically and graduating from school. The issues may be, more precisely, not only how to better prepare them for schooling, but how to better attune parents, schools and communities to the diverse needs of young people.

The research leads us to 10 fundamental lessons.

1. Approaches to tackle ESL to benefit all students

All students, not only those at-risk, can benefit from safe and warm learning environments in which teachers believe in students and in their ability to learn and do not give up on them. Moreover, all can benefit from a school where there is an enriched and challenging curriculum that is relevant to students' lives, the activities are inspiring, there are personalized mentoring and tutoring, and democratic decisions where students have a voice. This school is connected to a local network and is open to the community and its institutions.

2. Valuing education as a means of personal and social development

The value of education is not self-evident for students struggling with poverty and low school performance. A culture of learning and understanding the value of improving oneself needs to be fostered at an earlier stage in life. In low-income households where adults are less likely



to hold high school qualifications or degrees of higher education, students may lack positive academic role models. It is important to create a network of positive role models to inspire, with their stories, aspirational self-perceptions that include education paths into young people experiencing demotivation and living in difficult social environments.

3. Transforming assessment of learning gaps and avoiding grade repetition

In those countries where grade repetition occurs, it has consequences on the academic and socio-emotional aspects, and it impacts negatively on students' attitudes towards school. Multiple repetitions alienate youngsters from their peers, discourage them and refrain them for action, undermining and blocking future aspirations. Other effective strategies to address learning gaps are needed.

4. Granting autonomy and responsibility to students

Autonomy is put forward as ideal, and in school settings everyone is expected to be responsible and to choose his or her destiny. However, educational systems do not give the youth all they need to acquire this autonomy. Education processes are mostly passive and over controlled by parents, teachers and adults. When students understand their role as agents over their own feelings, beliefs, thoughts and learning attitudes, they are more likely to take responsibility for their learning.

5. Decreasing the generation gap between students and teachers

Teaching staff continues to grow older, increasing the generational gap against students who are increasingly more technologically attuned. Teachers are increasingly unable to meet student needs. In some countries, teachers' "intercultural" skills, ICT skills, professional development, and youth culture awareness seem to need improvement.

6. Focusing on relationships

Authoritarian behaviour undermines students' agency and is a cause of anxiety and demoti-

vation. Blaming and punitive approaches lead to an exacerbation of the education problems. Therefore, new kinds of interaction and relationship are needed in schools. Effective changes include: establishing a caring school climate that promotes autonomy; giving positive feedback; not openly humiliating students who perform poorly; identifying and developing young people's special interests and skills.

7. Promoting innovation from a bottom up approach

Traditional pedagogical approaches 'one-size-fits-all', class-based, emphasizing memorization or the application of simple procedures, where traditional roles prevail – teachers teach and students learn, likely to lead to authoritarian teaching and passive learning must be changed. Other pedagogical approaches are needed, such as collaborative learning, 'learning coaches', transformed learning environments able to encompass customized learning for each student, gaming, online laboratories, real-time assessment, blended learning, hybrid learning, flipped classrooms, among others. Bottom up, participatory, voluntary approaches are required to make effective change happen.

8. Listening to young people

Overall, this research has also showed how important it is to listen to the young people. Schools, parents and local communities should establish flexible and open, regular, communication channels and take time to understand the circumstances affecting young people at risk or who have already left school. It is very important to include their voices in discussions about policies, programmes, and community activities, namely involving peers and young people themselves in the designing and implementation of solutions.

9. Partnering for educational success

Institutions and community projects other than school are making a difference in ESL prevention and mitigation. They are contributing in a significant way to the young people's vocational and self-developmental processes, thus, giving sense to educational experience; providing personalized support and shaping large support networks that counteract student isolation. The young people affected by multiple adverse life events need early attention from peers, family members, school professionals, youth workers, neighbours, and other adults and stakeholders.

10. Facilitating the return to education

Young people who leave high school also need to have, and be informed about, approaches of reintegration into education. For the young people it seems easier to leave school than to re-integrate. The examination of the existent formal policies related to re-entry education deserves stronger attention.

LEARNING BY DOING: LOCAL COMMUNITIES WORK AND LEARN TOGETHER TO PREVENT AND REDUCE ESL AND DROP - OUT

THE TEACHERS' AND EDUCATORS' TRAINING PATH

The second aim of "Below 10" has been "To develop a model of professional development such which it enables local actors (2nd level stakeholders) to learn about ESL in their local area and develop a Local Integrated Plan (LIP)".

Such model – replicable at European level according to the Partners' intentions - has been structured into 4 distinct but complementary elements (Fig. 1):

1. 'Syllabus' - the pedagogical element
2. **Action research** - the methodological element
3. **Evaluation** - the assessment element
4. **Stakeholders** - the network building element

In fulfilment of its responsibility as IO leaders, colleagues at the University of Northampton designed online tools and activities to support partner knowledge and training to put into place work with young people to tackle ESL. More in detail, UoN created and provided partners with the following:

- **Syllabus - The pedagogical element** - An online set of training resources to be used in locally organised workshops on the causes of ESL, issues young people have to face and way to supports them. The topics covered were:
 - Introduction to ESL;
 - Reflection and reflective practice;
 - How to prevent and recover ESL:
 - Working together as a team;
 - Participation and working with children and young people;
 - Understanding motivation: practitioners, children and young people;
 - Developing resilience of young people;
 - Restorative practices and peer2peer approaches.

- **Action Research - methodological element** - An online set of resources to be used in locally organised workshops to support teachers, young people and local community stakeholders to design, implement and evaluate their local projects.

The Northampton Integrated Learning Environment (NILE), a Blackboard supported dedicated space for staff and student learning, was used to share access to the training resources across the partnership.

The Model of Training Workshops, which drew from evidence from the IO1, from the professional expertise of colleagues at UoN and across the partnership, covered four points:

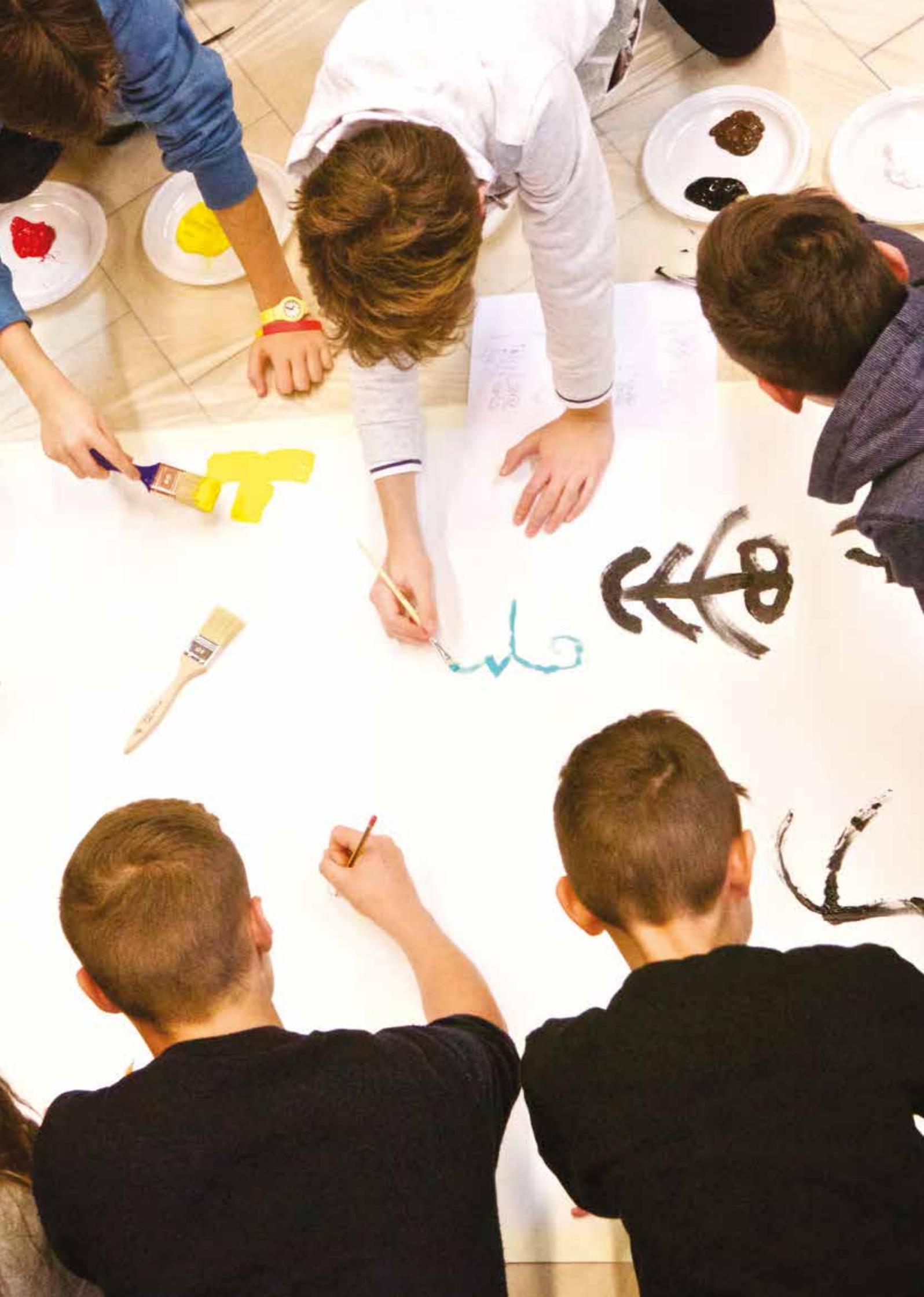
1. Early school leaving: a multi-factorial phenomenon. The results of the Research (IO1) in our country and territory
2. How to prevent and recover ESL: good practices here and around the World
3. Laying out of pilot - experiences: starting from the concept of "Action/Research, the participants define purposes, methodological approach, partnership, work-plan of such pilot-experiences
4. Laying out of pilot - experiences: indicators, assumptions, mechanism of adaptation on going, sustainability

Mindful of lessons learned through collaboration and visits during the transnational meetings, the training was divided into 4 sections and was designed so that each partner could select the most appropriate sessions/module for their educational needs and context.

LEARNING BY DOING ELEMENTS



Fig. 1 IO2 elements.



PART 2

THE PILOT EXPERIENCES

CROATIA

PILOT EXPERIENCE IN MUNICIPALITY ERDUT AND CITY OF OSIJEK

Secondary school Dalj as representative of Municipality Erdut has successfully implemented several sessions of *E-learning as ESL prevention tool*. The pilot included two first grade students aged 16 and studying economy and 6 teachers of the secondary school Dalj. It started in November 2018 and will continue to August 2019. E-learning, delivered via skype, was an initiative to include youngsters at risk of ESL, who are, because of health or behavioural problems, not able to attend regular classes, into the regular school system. In order to keep record of participants' progress, teachers who were included in the piloting were asked to take notes and comments after each skype session. Online classes were scheduled 2-3 times a week in the following subjects: Croatian and English language, Maths, History and vocation related subjects such as Basics of Economy, Family Business, and Entrepreneurship. According to the teachers' notes, the pilot experience is graded as a positive and a good tool for ESL prevention, easily adaptable for students of all ages and for any type of school. Additionally, it does not require high ICT skills of students and teachers and functions with some basic equipment such as internet connection, laptop or PC. On the other hand, teachers highlighted the following common drawbacks: lack of physical presence of the teacher and nonverbal communication demanded higher concentration and motivation from the students, which was not always the case; some subjects, especially language classes should be interactive and encourage students to work in pairs or in teams, role play, active practicing and use of both, receptive and productive skills which was difficult to achieve. A bad internet connection can be an additional aggravating factor. Nevertheless, *E-learning as ESL prevention tool* remains a good method to the inclusion of youngsters at risk of ESL and should be seen as a starter activity leading to a complete inclusion process into regular classes and into the regular school system.

Youth Association BREZA as representative of City of Osijek has successfully implemented several workshops on the theme of *School for parents*. The pilot includes free workshops and education sessions for parents of primary and secondary school

E-learning as ESL prevention tool,
Secondary school
Dalj (Jan, 2019)





School for parents,
Osijek (Feb, 2019)

students. It started in October 2018 and continued to June 2019. The initiative aims to support parents in preventing and overcoming risky behaviour of their children which could result in ESL. The 2-hours workshops address a variety of important topics such as: Taking personal, parental and professional responsibility; Communication and assertive behavior; Behavioural risks and risky behavior; Social networks related risks; Addictive behaviours addictions, Nutritional disorders; ADHD and other behavioural difficulties; Gifted students at risk of ESL, etc. The focus is on group work and experience sharing among participants aiming to propose solutions and methods to identify, prevent and get through difficult and risky situations and problems with youngsters at risk of ESL. The workshops were conducted by experts from YA BREZA Suzana Vargović – pedagogue and Zoran Vargović – external expert and psychologist at Family Centre Osijek. So far, **School for parents** workshops have been successfully conducted in Osijek and are to be implemented in Secondary school Dalj during March and/or April 2019.



planiraj
djeluj
promatraj
razmišljaj

BELOW 10

Prevenција ranog napuštanja školovanja
Radionica za nastavnike i stručne suradnike u nastavi

12. svibnja 2018.
9-13 sati




KA2 2016-2019



FRANCE

DIVERSIFYING ACTIVITIES (GAMES, SPORT, MEDIA) TO PREVENT AND REDUCE EARLY SCHOL LEAVING (ESL)

Following the findings of the project Below 10 I01, Assfam chose to focus on student-teacher relations (STR) to tackle ESL. STR is a key factor to success or failure in school. It has a direct impact on the atmosphere in the classroom and even in the whole school.

Two Training workshops were organized with the stakeholders and took place in *Suger High School* on November 2018 and January 2019. The groups consisted of teachers, social workers, and educators. These meetings proposed an extensive set of proposals which should improve STR, and prevent/reduce ESL. Following the exchanges, 3 « innovative practices » were selected for the pilot experiences, which take place in 3 schools: **Suger High School, Marcel Cachin High School and Voillaume High School in Seine-St-Denis (93).**

1. DISTINCT' GO: A WAY TO ENHANCE STR

Distinct' Go! is a game, created by ASSFAM and partners like the Regional council of Ile-de-France. It has already been used to address discrimination and has been very successful in colleges and high schools. However, this game was used for the first time as a way to prevent/reduce ESL with a pilot experience starting in March 2019. It is a game which develops the interest of students and can be adapted to the needs of each young people, especially the at-risk students. The game allows for:

- promoting higher-order critical thinking: It is a tool that creates an space for listening, talking, reflecting and arguing. It changes the way of learning and gives teacher an opportunity to incorporate curricula in playful activities.
- helping young people to build their identity in an environment where they can express their views without any judgement (because it is a game). This personal reflection will help students to build an identity open to others, to open spaces where everyone is recognized for what he is – and not for what is expected of him.
- providing a space for dialogue and discussion about the place of young people in society, their needs, values, relationships with others (friends, family,...), secularism, school and rules.

2. SPORT ACTIVITIES WITH FAMILIES

This pilot experience aimed to improve contacts between school and families by promoting a playful approach to motivate students, parents and school staff to fight against ESL. The objective is to develop a more attractive vision of both school and families.

Involvement of parents plays an essential role to enhance STR and help youngsters to reach the goal of educational success. The school staff interviewed agreed on the existence of a lack of communication between school and families, who do not always have the right information on their child's school progress. In this context, it is recommended to:

- strengthen contact with parents and not limit them to negative information about their child;
- identify parents' needs, including in French language learning in order to facilitate dialogue. A partnership with outside organizations and/or the Municipality would allow for the establishment of French courses and should be considered;



- involve parents in sport activities in and outside school.

Despite some initial reservations about engaging families and local organizations (local authorities, associations, parents, and cultural bodies), this activity started in April 2019.

3. KEEPING AT-RISK STUDENTS IN THE CLASSROOM/ SCHOOL AND GIVING THEM VALUE

At *Voillaume High School* we decided to experiment one of the practices resulted from the training workshops: to keep and value potential early school leavers in the classroom and in school.

The main idea of this initiative is to work differently in the classroom and avoid the use of punitive methods. In doing so it breaks with traditional methods like exclusion. At-risk students and usual absentees do not need to be punished or further excluded when they come back to school. They need support and the teacher is a key player in providing them with the support they need.

This proposal is innovative in as much as it support the teacher to help the young people to acquire self-esteem, self-confidence, new skills and have to make them feel connected to him, to others students and to school.

Here is an example of what we are doing in Voillaume High school with a teacher named Mrs C.

Ethan's case:

Ethan is not an assiduous student. Specifically, he is a disruptive student. He shows no interest in courses and sometimes sleeps in class, even during exams, which used to make the teacher, Mrs C. angry.



She describes Ethan's behaviour as a consequence of a multifactorial problem; she thinks that difficulty within his family influence his lack of concentration. Mrs C. had previously tried to use sanctions, punishment (like putting him in the back of the classroom, calling parents, and exclusion) but these methods did not change Ethan's attitude in class.

As part of the Below 10 project, Mrs C. is experimenting one of the practices selected by stakeholders, which consist of keeping Ethan in the classroom despite his behaviour.

Mrs C. asked Ethan to sit at the front and not with his friends. In order to develop his self-esteem, she gives him attention as soon as possible by asking him to do various things, even non-essential tasks (to read a text, write down on the board, or install the video projector). She also changes teaching styles and uses different tools, materials (videos, games, etc.) in order to diversify activities and to encourage the participation of at-risk students, like Ethan. She said that these students are usually brilliant when they are valued and need space to express their opinions, and thus to be heard.

This on-going pilot experience began on February 2019.

In the evaluation of pilot experiences will use indicators like:

- Absenteeism rate (before and after)
- Involvement of students
- Involvement of families
- Partnerships with local organizations

ITALY - CUNEO

AZIENDA FORMAZIONE PROFESSIONALE AND FONDAZIONE CASSA DI RISPARMIO DI CUNEO

After having held a negative record at regional level for years, the Province of Cuneo has progressively improved, starting in 2014/2015, reaching 10.6% in the 2015/2016 two-year period, in line with the regional average and close to the 10% Lisbon target. This positive trend was interrupted in the two-year period 2016/2017, when the IRES Piemonte estimated the ESLs in the province of Cuneo at 12.9%, up 1.7 percentage points compared to 2014-2015, while remaining below the average Italian level (14%). In fact, between 2012 and 2016, the province of Cuneo recovered about 6 percentage points, falling below the Piedmont average. Yet, it remains fundamental to monitor the trend in the coming years to assess the effectiveness of the interventions put in place.

The European strategic partnership project Below 10 has contributed to preventing and intervening on school dropouts with the contributions, as project partners, of the Cassa di Risparmio di Cuneo Foundation and the Dronero Professional Training Company training agency.

Together, the two partners, with a consolidated and dense network of local schools, have worked to collect significant data from a qualitative and quantitative point of view. This data has been merged into a social research report on the outcome and causes of ESL, developed by the CIES-IUL, Center for Research and Studies in Sociology of the Lisbon University Institute. The report highlighted individual, school, family and community factors already known, but also permitted further investigation of the complexity of the ESL (early school leaving) phenomenon. In fact, through individual interviews and focus groups, it was possible to "give a voice" to young people and elaborate particularly significant life stories, and in some cases, also very touching ones.

The second phase of the project saw the realisation of a training workshop between April and May 2018. It involved about twenty people, including teachers, trainers, educators and extra-school workers in the analysis of the data collected, in the sharing of good practices activated at European, national and local level, and finally in the design of pilot experiences to be carried out in the provincial territory.

The workshop shared the characteristics of these experiences:

- Greater involvement of young people in activities (with the support of teachers and educators);
- Focus on active learning in curricular and / or extra-curricular hours;
- The effects on young people's families;



- The links with the development of school curriculums and recognition at the level of academic and / or training credits.

The experiences developed have been divided into two areas:

- Experiences for didactic - methodological innovation and experiential learning (in both formal and informal contexts), illustrated in the table below:

Institution	Place (territory involved)	Project	Other involved institutions
CENTRO FORMAZIONE PROFESSIONALE CEBANO MONREGALESE VET AGENCY IN COOPERATION WITH MONDOVI' 1 COMPULSORY SCHOOL	Mondovi, Ceva, Villanova Mondovi	Training School Workshops for multi-referenced students of First Level Secondary Schools	Social Services and other Compulsory Schools of the territory
COMPULSORY SCHOOL	Saluzzo	Afternoon recovery and enhancement workshops (basic subjects, artistic expressions, music, coding)	Not anticipated
COMPULSORY SCHOOL	Centallo-Villafalletto	Mathematical support desk with peer-to-peer mode	Students attending high schools in the role of peer in school-work alternation activities
AZIENDA FORMAZIONE PROFESSIONALE VET AGENCY	Verzuolo	Class as a mechanical workshop (within dual experimentation)	Not anticipated
APRO FORMAZIONE VET AGENCY	Alba	Lessons to parents	Not anticipated
HIGH PROFESSIONAL SCHOOL "PIERA CILLARIO FERRERO"	Alba	Peer-education on bullying issues	Not anticipated
HIGH TECHNICAL AND PROFESSIONAL SCHOOL "CIGNA-BARUFFI-GARELLI"	Mondovi	Activation of protocol of alternative sanctions to disciplinary suspensions with Voluntary Service Centre and Inter-regional Forum of voluntary associations	Associations in the province of Cuneo
COMPULSORY SCHOOL	Chiusa Pesio Peveragno	Training School Workshops for multi-referenced students of First Level Secondary Schools	Social Services and other Compulsory Schools of the territory

In some cases, as in the Training School Laboratories, the protocol of alternative sanctions to disciplinary suspension with the CSV and the Inter-regional Forum of the associations for the voluntary service, these good practices are already active in the territory. They are strengthened, by focusing in particular on aspects such as the impact on families in the first case and the link with school curriculums and experiential learning. In the cases of afternoon workshops, the school support desk, and the project referring to Peer Education, these are activities that have already been tested previously, which were implemented with the contribution of the Below 10 project. Finally, for class experiences like the mechanical workshop and the exhibition of "products" made in class and aimed at families, the training agencies involved have experimented with new teaching methods and new activities, which have seen a greater involvement of families and a close link with school curriculums.

- Strengthening of existing networks that operate on the topic, in order to increase their effectiveness through integration with the Below 10 project, as illustrated in the table below:

Institution	Place (territory involved)	Project	Other involved institutions
REGIONE PIEMONTE CON OBIETTIVO ORIENTAMENTO PIEMONTE E CONSORZIO MONVISO SOLIDALE PIEDMONT REGION TOGETHER WITH SCHOOL GUIDANCE PROJECT AND MONVISO SOLIDALE (SOCIAL ASSISTANCE CONSORTIUM)	Fossano Savigliano Saluzzo	Objective Orientation Piedmont disseminates the anti-dispersion intervention protocol to other territories	Institutes, social welfare consortiums and other bodies involved in other areas of the province of Cuneo
ORSO COOPERATIVE AND HIGH TECHNICAL AND PROFESSIONAL SCHOOL "AIMONE CRAVETTA"	Savigliano	Support activities in the transition to the secondary level preparatory to good atmosphere	Compulsory Schools of the territory

The study carried out in the framework of the project and the comparison with local interlocutors suggest that the choice of leaving early school is never painless and often generates isolation. Sometimes it becomes the only way to protect oneself from a school environment considered to be poorly inclusive, if not hostile to the interpersonal relationships that are created as well as for problems of academic performance. Even returning to school, unfortunately, is seen by young people as a complicated step that requires strong determination on the part of the individual.

In light of these considerations, the pilot experiences started in the province of Cuneo, as part of the Below 10 project, are part of a multi-voice path already launched by the territory over the years and dedicated, among others, to educational innovation, to contrast dispersion, early orientation, the transition from school to the world of work. The experiences take into account the main results that emerged from the research carried out under the Below 10 project and, in this sense, it is believed that they can contribute to the fight against early school leaving. Overall, they place young people at the centre, giving them an active role, and focus on active learning, involving families and exploring new links with school curriculums.

ITALY - VILAFRANCA DI VERONA

IMPLEMENTATION OF BELOW10 SCHOOL COOPERATIVE TO ENCOURAGE YOUNG PEOPLE'S ENTREPRENEURSHIP

Encouraging entrepreneurship means to support young people to discover their abilities and skills, believe in themselves and value what they are with the ultimate aim of cultivating a spirit of initiative in their environment. Entrepreneurship requires motivation and it is therefore an important concept and means to tackle the risk of school drop-out. The Below10 project has identified that motivation, or lack of, is one of the risk factors among young people in the area of Villafranca, Verona. Stimulating motivation has cascading effects on both school performance and students' social role.

The Below10 school cooperative has enabled teachers and educators from Verona and surrounding areas to create a working group. As a result of this experience, the group has identified an important experimentation with long-term effects. It consists of a business simulation that wants to introduce a new way of experiencing the school's life and broaden its horizons. Students establish a co-op and, as real members, create a Board of Directors, an assembly and a statute. Along the way, students identify their abilities and skills and put them into practice through managing some school's projects. The goal is to produce some products, which students will be selling in community events. Other shared objectives will be pursued with the raised money.

Participation in both their own school and out of-school environment is a decisive factor in the co-op's development. A multidimensional approach is also key to address the problem of early school leaving. The cooperative is an inclusive experience, which is not based on young people's academic performance, but rather it focuses on the concepts of "care" and "action".

In addition, the simulation challenges the roles within the school setting, where teachers collaborate with and put trust in young people. They understand the powerful effects of using





a participatory methodology, which entrusts students and recognizes their roles, responsibilities and achievements. Teachers are therefore facilitators in the training process. They enhance different abilities, especially emotional ones, such as empathy, active listening and management of interpersonal relationships.

The *Istituto Professionale Agrario "Stefani Bentegodi"* accepted the challenge, involving the freshman classes and a third-year class (69 students) in the experimentation. Hermete, which is a social cooperative with a wide experience in business simulations, played a key role in the working group and in the final creation of the experimentation. It proposed the implementation of two different pathways: a workshop for the first-year classes and the

co-op for the third-year students. The former focuses on encouraging young people's motivation. Since the beginning of the academic year, the aim is to work on the prevention of the early school leaving.

WHEN SCHOOL AND LOCAL EDUCATIONAL SERVICES MEET: THE MEMORANDUM OF UNDERSTANDING

Early school leaving is a multidimensional phenomenon. In order to tackle and prevent the risk of dropping out of school, there is a need for partnership within local networks, which are able to discuss and deploy shared and useful strategies to identify the risks and to take action before "losing" just a student.

Despite internal school procedures and services implemented by the Municipality and the local government, separate actors tackle the problem without being aware of mutual opportunities; thus undermining the effectiveness of interventions in support of young people in conditions of school and/or social vulnerability. In the context of Verona, the Municipality of Villafranca has believed in the Below10 project since its inception, involving the Educational Services and educators who has worked with young people during the project. The experience demonstrated that schools were not often aware of the procedures and services available and, in turn, the educational services came to deal with young people already in serious situation of academic, domestic and social discomfort. The working group recognized that working in a state of emergency is not effective and does not prevent the risk of early school leaving. Rather, joint action and shared strategies are necessary to respond within appropriate time frames.

Another factor, which the working group considered, referred to the awareness that young people, who attend the schools in the area of Villafranca, come from the surrounding areas. The different educational services might have different areas of expertise and follow different procedures and interventions. Despite the existing institutional coordination between the educational services of the neighbouring areas, the need to launch a wider dialogue to strengthen the collaboration with local schools emerged. This priority laid the ground for the implementation of a shared Memorandum, which was still absent in the area of intervention, between secondary schools and educational services.



The school principals from the following secondary schools: ISS "C. Anti", Liceo Statale "E. Medi", IIS "E. Bolisani", "Scaligera Formazione", IPSAR "L. Carnacina", I.I.S. Stefani Bentegodi, ENAIP e CFP "Casa Nazareth" and the educators from the following areas: Isola della Scala, Povegliano, Valeggio sul Mincio, Vigasio, Nogarole Rocca, Villafranca, Mozzecane e Sommacampagna, have formed a new active network.

The Memorandum "communication procedure between schools and local socio-educational services on social hardship and non-compliance with compulsory education" includes the procedures to follow when dealing with cases of young people in situations of risk.

The Memorandum distinguishes between an extreme case of crime and other conditions that cause the social discomfort and/or non-fulfilment of compulsory education. In the latter case, the Memorandum offers shared definitions of the different cases grounding on the national and regional legislation in force. These are important in order to identify the situations and take action promptly. It also establishes the flow of information between schools, socio-educational services and other relevant institutions; in this way, they are not distinct areas of action, but rather "subjects in collaboration". Finally, the Memorandum includes a communication module that help to identify the student's hurdle and recognise the resources and their potential (relational, affective-emotional and skills), as well as analyse both internal and external critical issues. The family plays a central role in both the flow of communications and the overall analysis of the situation.

This pilot experience has been developed with the careful and constant participation of both schools and socio-educational services. The goal is to put in place a timely and joint system that guarantees every single student the possibility of "staying inside the system" and the right to find their own space within their community and the sense of a shared responsibility.

PORTUGAL

TO THINK AND TO ACT UPON FAILURE AT SCHOOL AND SCHOOL LEAVING IN AMADORA

In Amadora - Portugal, CIES-IUL carried out, between January 16 and March 27 2019, a 25 hours/9 sessions training course involving 18 teachers and other school professionals. Entitled **To think and to act upon failure at school and school leaving**, this course aimed:

- To promote the understanding about failure and school drop out in Amadora from the results of the research, using dynamic, participative methodologies, case studies, life histories
- To generate skills in the area of prevention and intervention in the event of failure and drop out
- To design, in a participatory and informed way, a local action plan that is relevant and consistent with the local reality and the identified educational needs.

The poster is titled "Formação Refletir e Agir sobre o Insucesso e Abandono Escolares" and is dated "JAN a MAR 2019". It provides the following details:

- DOCENTE RESPONSÁVEL:** Sílvia e Mafalda e colaboradores: (Departamento de Formação da Universidade Nova de Lisboa, Escola Superior de Educação de Santarém e parceiros locais do projeto Below 10)
- DESTINATÁRIOS:** Profissionais do 1º ciclo do ensino básico e do ensino secundário e técnicos especializados das escolas dos agrupamentos da Amadora
- DURAÇÃO:** 25 horas / 9 sessões de 3 horas, das 14h às 17h30h
- NOVAS DATAS:** 2023: 16, 21 e 30 janeiro / 6, 20 e 27 fevereiro / 13, 20 e 27 março

Local: ICTE BA, e escolas de agrupamentos de escolas da Amadora

INSCRIÇÃO: Inscrição gratuita mediante envio de formulário em anexo para inscricao@below10.pt até ao dia 16 de novembro de 2019. A frequência e conclusão do curso de formação por parte de 10 escolas (ICTE e 9 escolas do âmbito de abrangência de ações de formação contínuas de professores para CIEPC)

Logos for CIES-IUL, ICTE-IUL, and the Portuguese Government are visible at the bottom.

The course includes a set of topics that stem from the research conducted in the first phase of the project. Contents include: a) Youth in conflict situation: challenges and opportunities b) Youth cultures; c) Inclusive educational environments; d) Transforming the school class: innovation and creativity in education e) Transforming the school: organizational change and school success f) Beyond school walls: partnerships for school success.





It is developed by ISCTE-IUL, and carried out by local and national Below 10 stakeholders, such as schools of education, community inclusion projects based on art and music, researchers and university professors.

Final assignments consist in designing a set of actions aimed at tackle failure at school and school leaving. The actions will be presented in a public session to the stakeholders of the Below 10 project and will be integrated into the future “Plan of Action on Failure and School Dropout in Amadora”, which is one of the final products of the Below 10 project.

TELLING STORIES OF “LOSING AND LEARNING” THROUGH ART

Another activity developed in Portugal is an Art competition with the title **Stories of Losing and Learning**, open to the participation of young people between the ages of 16 and 20 who live or study in the municipality of Amadora. It intends to keep the involvement of young people in the project Below 10, by inviting them to debate failure and early school leaving through Photo, Video, Painting, Illustration and Short Stories. The winner will have the opportunity to travel to Italy and to participate in the Below 10 final Seminar.

The competition received a strong involvement from national and local partners. The stakeholders defined and validated the competition rules, and a Competition Committee was formed including Arts professors from the Lisbon School of Education. Art works will be delivered in the service of education of the municipality. Registry is open from 4 February to 29 March 2019, and the final results were announced in the 10 May 2019.

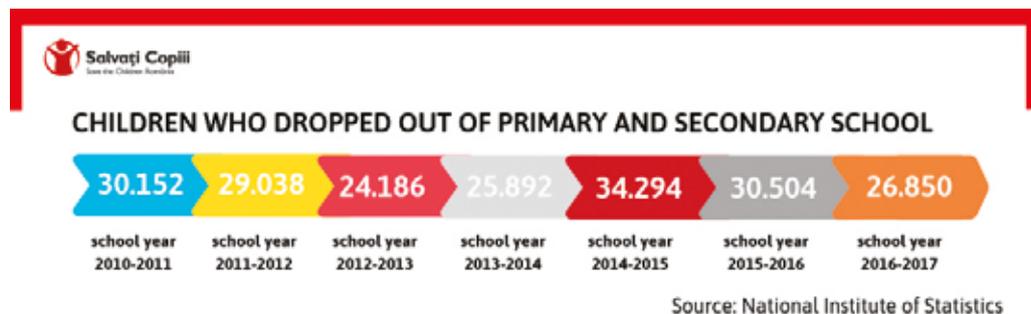


ROMANIA

BELOW 10 - PILOT EXPERIENCES IN ROMANIA

'Do you believe school is important?' 'Yes.' 'And why is that?' 'Because I want to be able to read the name of the bus stop in order to know where I am in the city.' This is part of a conversation with a group of disadvantaged young people attending an educational center of Save the Children Romania in Bucharest.

Almost 366,000 Romanian children between 3 and 17 years old were not engaged in any type of education in 2013. During the school year 2014-2015, the rate of school dropout reached 2% for primary and secondary school and 3.5% for high school and vocational education, almost 1% higher than the previous year. More than half of the Romanian children (51%) are at risk of poverty or social exclusion. Only 42% of Roma children aged between 6 and 15 attended kindergarten, compared to 87% of the children of other ethnic groups living in the same environment. 22% of Roma children are not attending school, compared to 6% in the case of other ethnicities in Romania.



These numbers show the reality of the Romanian school system which provides a truly relevant background for the pilot experiences developed through Below 10 project. The pilot experiences were designed starting from the main problems raised by the young people and adults involved in our research back in 2017. Mainly, they stressed the lack of attractive activities for pupils (during classes or apart from them), the poor relationship between parents and school's staff (lack of interest from the parents regarding school education) and the fact that schools seldom support the prevention or (even more rarely) the intervention regarding school dropout and early school leaving.

With the support of eleven teachers, educators and school counsellors, Save the Children created the design for three categories of experiences: activities aiming at the development of children and young people, others involving parents and another category involving the school. In February, over 30 teachers from different schools in Bucharest started the implementation of these activities which continued until the beginning of April.

For the first category, some of the teachers developed workshops and events to help students identify their passions, develop their skills and be drawn to the school environment, such as non-formal sessions during classes or meetings with professionals from different fields who can help them understand the importance of developing a career. For the second one, parents were involved in various events taking place at school and they are also the target group for awareness campaigns regarding the importance of education. As for the category of pilot experiences



involving the school, it includes creating procedures regarding gathering specific data for children in risk of dropout, afterschool programs for the pupils coming from disadvantaged families and training opportunities for teachers in order to motivate teachers to open to other pedagogical approaches than the classical ones which do not appeal to children and young people.

Most of the teachers involved in this project find it more accessible to work with children in order to prevent early school leaving in the long run. Their view is that the more attractive school is, the more chances are that children and young people will attend classes. When it comes to involving parents, they often come across the latter's limited amount of time they are willing to invest in such initiatives; for other stakeholders (public institutions and even the school management in some cases), bureaucracy and difficult procedures are challenges which make it almost impossible for the teachers to handle.

Therefore, many of the teachers in Bucharest have chosen the first category of activities, with emphasis on nonformal sessions developing the youngsters in various ways - learning management skills, reflection, self discovery of personal traits and resources, social and emotional competences. Throughout these experiences, the essential role of school in the youngsters' educational path becomes a reinforced belief for them.

For those cases where parents encourage children to leave school in order to work, take care of their siblings or get married at a young age (as it often happens in traditional Roma communities), teaching parents the importance of education through meetings or campaigns is essential. Learning that their children need to develop knowledge, skills and competences for growing into independent adults can change the limited perspective of these parents.

If we refer to youngsters who grow up in disadvantaged families and thus are at risk of dropout, the support of the school (together with other important actors - parents, NGOs, local authorities) becomes vital. Through afterschool programs and other measures designed particularly for these cases, the school becomes the main actor in preventing or tackling early school leaving.

A young person who cannot read belongs to the same generation as another one attending high school; the former has every chance of always being unemployed, while the latter has every chance of having a successful career in the field they crave for. They both have the right to education but only one of them has access to it. When every child or young person has the support of their teachers, parents, school and community to engage in education, to be eager to come to school and learn, early school leaving will only be a sad story left behind.

UNITED KINGDOM

THE RESILIENCE APP: HOW PROSPECTS SUPPORT YOUNG PEOPLE TO SUCCEED

prospects *Inspiring People: Developing Potential* Prospects is an organization working with half a million young people to transform 'lives and communities through innovation and expertise in employment, skills, care and education. They provide resources for teachers and other stakeholders and support employability skills and apprenticeships. Above all they also work with young people who are disengaging with school and education and are at risk of ESL.

How do they do that?

The Prospects Advisor works in small groups or 1:1 with young people in meeting their needs to help them re-start schooling. To which end they have developed a '**Resilience app**' to support the young person to develop and maintain their levels of resilience and engage with problem solving to enable them to stay in education and facilitate educational success.

How are they involved in the B10 project?

The B10 team at the University of Northampton are evaluating the trial of the Resilience App linked to the resilience training Prospect Advisors undertook. The aims of the evaluation were to:

- Develop the knowledge and the abilities of Advisors to use innovative tools and approaches to support tackling ESL.
- Enhance relationships and Increase effective communication with adults and young people to reduce ESL and improve educational aspirations.

How did we do that?

We involved advisors and young people to share their experience with us. Using action research as an adapted model and mixed methodology enquiry, the evaluation sought to gain baseline and post use information from the Advisors about their knowledge of resilience and use of a resilience tool.

- A questionnaire was circulated to understand Advisor knowledge of resilience before training on resilience
- A follow-on questionnaire was circulated post training to look at knowledge development.

What have we found out?

Prospects Advisors told us that

- *development of resilience* for young people is important
- *overcoming adversity* is the key factor in helping young people stay in education.
- *life pressures has increased for young people* and being resilient helps them towards a positive outcome.

And that

- they *needed targeted* training in knowledge and techniques of developing resilience for young people.

What are the next steps?

The next steps are to gather information from the young people to ascertain the impact of this project in developing their resilience supported by their Advisor.

CYCL-OPPS: HOW NORTHANTS POLICE SUPPORT YOUNG PEOPLE TO SUCCEED

It is common that the pattern of the young people's lives leaves them at risk of exclusion from education or of early school leaving. Cycl-ops is run by Northants Police and Youth Offending Service. They work with young people in Northamptonshire who have engaged with offending behaviour or are at risk of offending behaviour.

How do they do that?

Youth workers and police officers work directly with young people on a sessional basis which is set out as part of a programme. This is often part of a youth order, which sets out a contract of commitments the young person must work towards to redress any harm caused and look at actions to help change offending behaviour, for example, re-engage with education and learning opportunities. Young people can also be referred to the scheme from school, the early intervention services, or their social care worker.

Cycl-ops support the young person to better themselves, achieve higher and make smarter decisions. They do so through one-to-one training and mentoring to support the young person with their educational and behavioural needs. They work from the phrase that **"you coach the person and not the problem"**.



This coaching and mentoring reflects upon the restorative justice model as set in IO2, Below 10 NILE materials.

How are they involved in the B10 project?

The B10 team at the University of Northampton are evaluating the use of coaching and mentoring and restorative justice used at Cycl-ops and which makes up part of the B10 NILE materials for IO2. The aims of the evaluation were to:

- Assess the police officers use of the tools and approaches to support tackling ESL. In coaching and mentoring young people using a practical skills-based training approach.
- Enhance relationships and Increase effective communication with adults and young people to reduce ESL and improve educational engagement and reduce offending.
- Seek the views of the young people who have engaged with Cycl-ops to find out their lived experiences and outcomes from being part of Cycl-ops.

How did we do that?

We asked police officers and young people to share their experience with us. We sought the views of the police officers using a questionnaire which asked for their experiences of coaching and mentoring the young people and the training they undertook for this. We then asked the young people about being coached and mentored with the Cycl-ops project and how this has supported / made a difference for their outcomes with education and ESL.

Both sets of questions reflected some of the findings of IO1 in order to compare and evaluate findings at the end of this process.



What have we found out?

We are in the process of gathering our data and will be reporting on our findings later in the Spring 2019.

The next steps for the evaluation.

Our report will be considered by the Police and Crime Commissioner in order to ascertain continuation and growth of the project. Already we understand this scheme may be replicated and extended to another urban locality to tackle ESL, reduce youth offending and support young people to gain employable skills.



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