



Erasmus+ KA1 Course

Reducing Early School Leaving

Treatment and Prevention of Dropouts



ErasmusLearn Training Center

www.erasmuslearn.eu

Heraklion, Crete, Greece

Organisation ID: E10020547





Summary

Every year in Europe, thousands of young people leave school within their attendance without completing their education, a fact that leads to the consequence that there is no possibility of training, employment, and often leads to professional and social exclusion.

In this course, we will initially highlight the role of the school in the treatment and prevention of dropouts and the contribution of the school not only in learning, but also to the positive development and promotion of the mental health of students. We will present the research data on school dropout in Europe, and then we will focus on early, holistic, psycho-pedagogical interventions at the primary level, which contribute to the integration, highlighting the role of cooperation and supportive relationships of the school and the family.

The course is designed to be a basic introduction to preventive actions in order to avoid creating the conditions that lead to the process of early school leaving and intervention at the school level, for individuals and families. It aims to present the applicable international main intervention models and countervailing measures that create new opportunities for those who prematurely abandoned school so they can be reintegrated into the education and training system.



Objectives

The course will enable the training of teachers in streamlining material, in the production of complementary teaching material, as well as in smooth transition issues from one type of school to another, to avoid dropouts. "During the transition".

Participants will attend timely educational interventions, beginning early in the Primary school, before the danger signs of leaving school, and ways of activating the school community members to contribute positively to the school involvement of students.

The seminar may include work and the use of specific techniques in the classroom, counseling in the classroom, in a parent's home, or even in a street of the neighborhood. We will present approaches that depend on the conditions under which the problems occur and on the temperament of the child. Finally, the important role of the school psychologist will be highlighted.



Course Language

- English.
- Note: Participants must have at least a CEFR level B2 knowledge of English in order to be able to participate actively.



Target Groups

Teachers working in kindergartens, primary schools, lower secondary schools.



Methods & Tools

Lectures, exercises, discussions, teamwork, role-playing, study visits.



Course Agenda

Day 1

- Introductory meeting, explanation of practical arrangements.
- Presentation of timetable.
- Presentations of participating Organizations.
- Icebreakers, Introduction to the Course.

Day 2

Communication skills:

- Developing skills to understand other People - Active Listening & Empathy.
- Listening and questioning and developing a positive environment in the classroom.
- Listening skills: Effective interpersonal skills.

Emotional Intelligence at class

- Self regulation.
- Self motivation.
- Social awareness.

Day 3

- Counseling and emotional support of education to cultivate skills such as empathy, active listening, the perception of the child's inner speech, beyond overt reactions.
- Specialized and personalized interventions that are based exclusively on the specific personality characteristics, as well as family and personal history of the child.
- Systemic approach based on school-family-community collaboration.
- Cultural Activities: Guided tour to the Historical Center of Heraklion.
- Dinner in a traditional restaurant of the town.

Day 4

- Teachers aware of the causes of interruption of school and presentation of factors such as:
 - Social factors (poverty, working hours outside school, etc.)
 - Family factors (low family educational level, family problems, lack of support, etc.)
 - Personal factors (living conditions, low self-esteem, stress anxiety, mental health problems, etc.).
 - Teachers factors (learning difficulties, lack of an appropriate curriculum, strict training programs etc.)
- Training techniques with alternative forms of learning to prevent school failure.
- Handling methods for students with specific characteristics such as disobedience, aggression, hyperactivity, etc.

Day 5

Training in the implementation of programs for early prevention of school abandonment, which help students to develop:

- Self-esteem.
- Confidence in themselves.
- Knowledge and ability to express their rights.
- Training in social skills.
- Empathy and ability to understand the thinking of others and participatory problem solving.

Day 6

Study Visit

Day 7

- Erasmus+ program : objectives, priorities, actions, forms, budget, tips for applicants.
- Planning follow up activities, dissemination and exploitation of learning outcomes.
- Course Evaluation.
- Certifications.



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