





Erasmus+ KA1 Course

Reducing Early School Leaving

Treatment and Prevention of Dropouts



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Summary

Every year in Europe thousands of young people, leave school within their attendance without completing education initiated; a fact that leads to the consequence that there is no possibility of training, employment outlook and often leads to deadlock 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 school not only in learning, but also to the positive development and promotion of 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 primary level, which contribute to the integration, highlighting the role of cooperation and supportive relationship 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 school level, 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 in 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 dropout "During the transition".

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

The seminar may include work and the use of specific techniques in the classroom, counseling in the classroom, in parents home or even in a street of the neighborhood. We will present approaches that are depending 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

- Teachers aware of the causes of interruption of school and presentation of factors such as:
 - Social factors
 - Family factors
 - Personal factors
 - Teachers factors
- 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 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.

Day 4

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.

Day 5

- Empathy and ability to understand the thinking of others and participatory problem solving.
- Practice

Day 6

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



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