



Reduction Early School Leaving of Young People

Toolkits Development

TK 1 | SCREENING PROCESS - "Modus operandi" for RESLEA mediators

TK 2 | STUDENT - "Aim high" coaching programme

TK 3 | FAMILY - "Back to school" and COMMUNITY
"Developing Vocations for the Future"

TK 4 | TEACHERS /SCHOOL - "Students excellence" seminars to teachers and school assistants

TK 5 | Supportive instrument to the creation of a network of professionals facilitators aiming to school/VET providers

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Reduction Early School Leaving of Young People

@ RESLEA Project

1st edition

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Title

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Reduction Early School Leaving of Young People

1. Summary of the RESLEA Project

The risks created by the early school leaving phenomena are of different nature and creates high individual, social and economic costs. Those risks are essentially connected with integration difficulties either in society or in the labour market since those young people with only lower secondary education or less are more often affected by unemployment, are more likely to depend on social benefits and have a higher risk of social exclusion.

Early school leaving in Europe is strongly linked to social disadvantage and low education backgrounds and the situation varies from country to country influenced by educational factors, individual circumstances and socio-economic conditions. It is a process which often starts in primary education with first experiences of failure and alienation from school.

The early school leaving is a very relevant issue for the Europe 2020 strategy which contains five headline targets being one of them the reduction of the EU average for 10% in 2020.

General aim

Contribute to the development of innovative approaches and specific instruments for the reduction of the early school leaving which are considered crucial for the participation in LLL and a better integration in society.



Reduction Early School Leaving of Young People

Specific aims

- To deepen the knowledge on national, regional and local policies and practices in interaction to support the reduction of the early school leaving in the partner countries;
- To undertake a comparative analysis of national, regional and local policies and practices to support the reduction of the early school leaving in the project Member States;
- To identify the effectiveness of the different measures adopted to fight the reduction of the early school leaving and a set of dimensions and related key success factors to be included in a model as well as the building of a battery of benchmarking indicators;
- To develop a short study in areas with higher level of early school leaving to compare the different approaches of the partners and their impact in the participation of lifelong learning strategy;
- To reinforce the role of different stakeholders (school, local community, family, local business, public sector and social partners) in order to find new approaches to solve the early school leaving problem;
- To conduct a pilot project on the success factors of attractiveness of schools and training entities;
- To develop a model incorporating the success factors of attractiveness of schools and training entities for the young people;
- To validate the model through multi-stakeholders focus groups and by piloting in 4 partner countries (HU, PT, SI and UK);
- To promote workshops/meetings in the context of the project to exchange experiences and identify best practices;
- To systematically evaluate the project activities and its interim and final results;
- To disseminate, at national level in each partner country, the project results among relevant target.



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Products/Results

Comparative analysis of national, regional and local policies and practices to support the reduction of the early school leaving in Member States of the European Union.

Analysis of effectiveness of the different measures adopted to fight the reduction of the early school leaving.

Short study in areas with higher level of early school leaving to compare the different approaches of the partners and their impact in the participation of lifelong learning strategy.

Pilot project on the success factors of attractiveness of schools and training entities.

Toolkits for schools and training entities; families and communities; teachers and trainers for learning and training support.

Duration

February 2012 – January 2014



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2. Rationale of and background to the RESLEA Project

The 2009 Eurostat picture, shown in table below, shows that overall some 15% of the EU population have left school below the age of minimum compulsory education, and that the rate varies widely from 5,3% in the SLV and 31,2 in Portugal.

Early school leaving and NEET rates in the EU and selected member states

	EU	PT	HU	SLV	UK	GER
% early school leavers	15,7	31,2	11,2	5,3	15,7	11,1

It is estimated that more than one third of young people aged 15-24 are classified as NEET (Not in Education, Employment or Training). Whilst more than 50 % of young Europeans between 25 and 29 have completed upper secondary education and 29 % higher education, less than one third of young people who have a disadvantaged socioeconomic background, complete upper secondary. Figures from the renewed Social Agenda put at 6 million the number classified as 'school dropouts'. Moreover, the factors that contribute to school dropping out, and the subsequent impacts on young people's life chances, are not well-understood.

In terms of context, family background is widely recognised as the single most important contributor to success in school. Socioeconomic status, most commonly measured by parental education and income, is a powerful predictor of school achievement and dropout behaviour. Poorer, less educated, and single parent households tend to have less money, time, and parenting skills that they can contribute to their children's education. On the other hand, when parents monitor and regulate their children's activities, provide emotional support, encourage independent decision making and are generally more involved in their children's schooling, the students are less likely to drop out of school.



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Communities and peer groups also influence students' withdrawal from school.

Teacher guidance and support are also significantly associated with lower dropout rates, especially for disadvantaged students. Schools may also have a positive influence on withdrawal through policies and practices designed to promote their own overall effectiveness.

The aim of the project appears in the framework of the agenda for new skills and jobs ,part of the European 2020 strategy which highlights the EU's target to reduce the percentage of early school leavers to no more than 10% and increase the number of young people in higher education or equivalent vocational education to at least 40%. In order to achieve these targets is particular important the cooperation among members states , particularly in support of national reforms of lifelong learning and development of common European instruments promoting quality of education and mobility through recognition and validation of skills in the framework of Education and Training programme 2020.



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3. Rationale for the Partnership

This project belongs to the activity exchange of good practices in the field of lifelong learning which can help advance reforms in national education and training system. To this end, we have set up a consortium with a mix of complementary expertise and skills directly related to the planned project activities:

- The partnership assembles one research centre, representing one private university (Universidade Católica Portuguesa - Centro de Estudos dos Povos e Culturas de Expressão Portuguesa);
- One VET provider, public and with national scope (CECOA - Centro de Formação Profissional para o Comércio e Afins);
- Two public schools, with best practices in the project field and very well connect with their local partners, communities, companies (School Center Velenje, Hackney Community College);
- Three consultant companies, with complementary roles, as the quality and evaluation (Institute for Socio-Scientific Consultancy), testing, validation and results exploitation (New Technologies and Learning in Europe) and dissemination (SZÁMALK Oktatási és Informatikai Zrt.);
- One association, with best practices in the project field and with close contact with project end-users (Empresários pela Inclusão Social - EPIS) and one network of EU experts promoting higher potential for project dissemination (MENON Network), along and after the project.



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4. European Added Value

RESLEA will successfully match the education and the training system and the young people demand/interest in order to make possible to achieve the target of EU strategy 2020 of 10% of early school leaving. In that respect, while each member state is in charge of its own education and training system coordinated action can help achieve common aims, that is EU actions in education and training aim to improve the quality of learning system and provide greater opportunities for people at all stages of their lives, namely through exchanging of good practices and improving stakeholders participation.

The richness brought by a European consortium lies exactly in the possibility it offers to explore the different approaches of fighting the early school phenomena across Europe. The European labour market transformations are proceeding at different paces and with a local path-dependency, which results in different approaches determining highly different results in terms of attractiveness of education and training system. In this sense, the RESLEA model and its specific tools will build on the comparative analysis of the experiences, approaches and practices contributed by each country in the field of early school leaving reduction, read at the light of each system's specificities and re-combined to exploit the strengths and successful elements identified in the different settings at both the level of specific learning strategies and validation approaches and role played by different professionals and stakeholders. Moreover, the transnational nature of the consortium will permit to monitor the system in highly different settings, identifying criteria for its transferability and testing its political and institutional viability as a potential European model, equipped with enough flexibility to be adapted to local specificities.



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5. Toolkits development

The Toolkits Development aim at the development of a set of instruments supporting the development of the model concerning the retaining of young people in the education and training system, having in mind the need for formal, informal and non formal learning pathways as well as the retaining of adults in the education and training system, having in mind the need for formal, informal and non formal courses.

The toolkits have a common framework consisting of the following points:

1) The description of the signaling system of at students in risk/adults in a state of abandonment of the training course and a prevention system for retention of those students and adults;

2) The description of the methods of diagnosis, intervention and evaluation of results;

3) Beyond the description will be providing a set of indicators to each phases (diagnosis, intervention, evaluation/impact of results).

Methodology

In particular RESLEA has been conceived as an action that is strongly based on four blocks feeding into each other, ensuring the early involvement of target groups and key stakeholders and increasing future sustainability.

A. Action research and pilot project

1. Action research:

To this aim we carried out a transnational research exploring, analyzing and comparing on existing approaches to young people in risk and early school leavers across partners' country to identify key dimension and related success elements and good practices.



Reduction Early School Leaving of Young People

Concerning the Toolkits Development:

“Those tools allow us to detect high risks of potential ESL, at macro level? And what is the impact on measures and actions at micro level - communities and schools?”

2. Pilot Project:

From the selection of national good practices, the consortium develops a pilot project, containing the strong points and the success factors of attractiveness of schools and training entities of those good practices. This activity will be developed in 4 partners countries (HU, PT, SI and UK).

At the Toolkits Development we want to promote:

“Firstly, the design of instruments to test during the pilot phase. Secondly, the training of mentors who will be in charge of the testing phase implementation.”

B. Model building:

The evaluation of pilot project through agreed outcome indicators will enable the consortium to build a model with key success factors in preventing young people in risk and reducing early school leavers. This activity is based on activities on the transnational research and on the pilot project.

During this Work Package we want to promote:

“The adaptation of the methodology and instruments to the needs of the target population, since we will transfer the toolkits to young people, between 15 and 24 year old, and coming from VET providers and professional schools.”



Reduction Early School Leaving of Young People

C. Validation and monitoring:

This activity will ensure that the model developed within the consortium is validated at both policy and scientific level, by means of:

- Continuous evaluation and validation of both intermediary milestones and final results by relevant stakeholders representatives through RESLEA Advisory Boards, one in each partner country and integrated by all principal stakeholders;
- Policy validation through focus groups (social partners, institutions, professionals, experts, etc.);
- Monitoring of the model in 4 partner countries, testing the model in real situations and providing for relevant feedback to fine-tune them at the light of emerging problems and specific needs;

During the Work Package 5, we want to foster:

“As an implementation WP, after we must validate the final version of products near RESLEA National Advisory Boards.”

D. Valorisation of results, including:

- Targeted dissemination activities, matching the different profiles and networks of the stakeholders (institutions and policy makers, social partners and associations, academic sector) with the relevant RESLEA target groups;
- Exploitation of the model developed, by means of the definition of a targeted exploitation and sustainability plan through public/private cooperation;
- Dissemination of project outcomes (good practices and the model) at partners' country level and at EU MS through electronic mail, websites and transnational meetings.
- During this step, we want to promote:

During this Work Package, we will:

“Prepare the final version of the model and respective tools to further dissemination and exploitation near Teachers and trainers, Social partners, Families, Facilitators, Policy makers, Experts and Local authorities.”



Reduction Early School Leaving of Young People

The Kits Development are built on clear linkages between specific objectives, activities and results and their overall coherence with the aims of the project as a whole, in particular, based on the results of WP2 - Analysis of partner countries policies to ensure that all young learners complete their education and 3 Good practices: the effectiveness of measures to reduce early school leaving.

METHODOLOGICAL APPROACH

Screening of RESLEA students

Building capacities for school success

Measuring results and outcomes

<p>1. SELECTION OF STUDENTS</p> <ul style="list-style-type: none"> Students: Age, Regular vs professional courses, 1 pilot class and 1 class for control: 25-30 students x 2? <p>2. MULTI-FACTOR RISK SCREENING OF STUDENTS</p> <ul style="list-style-type: none"> Student: academic record, negative grades in 1st term, key non-cognitive skills Family Teachers/School Social Context and community Risk cut-off algorithm Authorization letter from parents 	<p>3. MEDIATOR/MENTOR PROFILE</p> <p>4. CAPACITATION MODULES AND “MODUS OPERANDI” FOR RESLEA MEDIATORS/MENTORS</p> <ul style="list-style-type: none"> Student at risk Family of the student (when needed) Teachers (across the board) Community (optional) 	<p>5. RESLEA SCORECARD: to apply at the end of each term and use in the reports</p> <ul style="list-style-type: none"> Key indicators to be used <ul style="list-style-type: none"> Academic performance Key non-cognitive skills <p>6. EVALUATION OF EFFECTIVENESS AND FINE-TUNING OF MULTI-FACTOR RISK SCREENING</p>
<p>PILOT GUIDE (with Screening detail)</p> <p>RESLEA SCORECARD</p>	<p>TOOLKITS (TK)</p> <p>TK 1 SCREENING PROCESS - “Modus operandi” for RESLEA mediators</p> <p>TK 2 STUDENT - “Aim high” coaching programme</p> <p>TK 3 FAMILY - “Back to school” and COMMUNITY “Developing Vocations for the Future”</p>	<p>PILOT REPORTS</p>



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	<p>TK 4 TEACHERS /SCHOOL - “ Students excellence ” seminars to teachers and school assistants</p> <p>TK 5 Supportive instrument to the creation of a network of professionals facilitators aiming to school/VET providers</p>	
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Toolkit 1 - TK1 | SCREENING PROCESS - “Modus operandi” for RESLEA mediators

This toolkit for the schools and training entities includes:

- i) A diagnostic tool,
- ii) A supportive instrument for evidences collection (e-portfolio), as a “modus operandi”, target for students, family and teachers,
- iii) Framework on screening process of development to school success namely through the local integration and
- iv) The introduction of new management skills coming from the entrepreneurial world.

Toolkit 2 - TK 2 | STUDENT - “Aim high” coaching programme

This toolkit for the student includes:

- i) School performance objectives contracting,
- ii) Problem solving template and
- iii) Time management and studying methods.



Reduction Early School Leaving of Young People

Toolkit 3 - TK 3 | FAMILY - “Back to school” and COMMUNITY “Developing Vocations for the Future”

This toolkit for the families and communities includes:

- i) Information of how to promote the learning process, including signaling the young people in risk
- ii) Tips to help your end-users to organize study time as well as
- iii) Ideas for an ideal study site,
- iv) Strategies to actively involve the community, collection of evidences of improvement and the role of the facilitators/mentor as an element to build a local partnership.

Toolkit 4 - TK4 | TEACHERS /SCHOOL - “Students excellence” seminars to teachers and school assistants

This toolkit for the student includes:

- v) Definition of rules,
- vi) The expectations of teachers vs Student performance,
- vii) Conflict Management and new competences in terms of leadership,
- viii) Student motivation,
- ix) Supportive tool for the role of the facilitators as an element to build a local partnership



Reduction Early School Leaving of Young People

Toolkit 5 – TK5 | Supportive instrument to the creation of a network of professionals facilitators aiming to school/VET providers

This toolkit for the student includes:

- i) Planning the active network in each partner country
- ii) Timetable
- iii) Invitation of new professionals facilitators
- iv) Distribution of the Project Brochure



Reduction Early School Leaving of Young People

TK1 | SCREENING PROCESS - “Modus operandi” for RESLEA mediators

The stage of diagnosis aiming at characterize the problem (signaling) also enter into consideration with the motivation to learn throughout life, and the gaps in learning system (formal, informal and non formal).

Differentiation strategies will take into account two factors, first, the ages of the beneficiaries and their educational and learning background experience, second, the weight of the intervention will take into consideration 3 focus students, community and family/parents, schools/VET entities.

For example, target an intervention for younger students, will imply a greater involvement of the family; on the other hand, older students, we expect to find a strong role of education and training systems.

Screening of RESLEA students/end-users

Step 1. STUDENTS SELECTION

- **Students: Age, Regular vs training professional courses, 1 pilot class and 1 control class: 25-30 students x 2**
- **Other Agents: Mediators, Family and Community members**



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- PARTICIPANTS
 - United Kingdom: Hackney Community College, Inner London (contact person, Tayebah Kazempour) (Tertiary level);
 - Hungary: Szalmak, Budapest (contact person, Laszlo Komaromi) (Vocational Training School);
 - Portugal: Agrupamento de Escolas da Apelação, Loures (contact person: Diogo Simões Pereira and Vanda Vieira) (Regular and/or Vocational Training School);
 - Slovenia: SCV – School Centre Velenje, Vzhodna (contact person, Miran Papez) (Vocational Training or Technical Secondary School).

- SCHOOL and VOCATIONAL TRAINING PROFILE
 - Student's attending regular courses vs vocational training courses;
 - Classes: 2 classes of 25-30 students, 1 for group control.

- AGENTS INVOLVED
 - Students/trainees age: target 12-13, range 12-15;
 - Complete classes;
 - Selection and building capacities: students at risk, according to the proposed screening method;
 - Target groups representatives are students/trainees, at least 25-30 end-users per country;
 - Other agents involved: Mediators, like teachers and trainers, mentors, facilitators; family members, experts and local authorities, respectively, as Family and Community members.



Reduction Early School Leaving of Young People

Step 2. MULTI-FACTOR RISK SCREENING OF STUDENTS

- **Student: academic record, negative grades in 1st term, key non-cognitive skills and behavior performance**
- **Family members**
- **Teachers / School**
- **Social Context and Community**
- **Risk cut-off algorithm**
- **Authorization letter from parents/family members**

- A template used to collect the range of multi-factors risk, along the pilot test;
- Mediators and mentors will received training to know how to use the methodology and tools;
- Mediators and mentors will evidences of improvement and indicators of success;
- Indicators should be adapted, by each country education and vocational training system (quality guideline and political priorities must take into consideration);
- When possible, all relevant acts must be involved as Family members, in particular, for young students and trainees, as well as Community members, in problematic social contexts;
- The pilot guide will provide all screening details and criteria (in attachment)
- At the end of the process, mentors and mediators will collect information to fulfill the RESLEA SCORECARD

▪ **STUDENTS CRITERIA**

Number of school failures: 0, 1, 2 or more

Negative grades and negative quality evaluations in 1st term of 2012/2013: 0, 1 or 2, 3 or more

Key non-cognitive skills (proposed by EPIS methodology and others studies)

The EPIS methodology provides a full range of indicators. For RESLEA Project some were selected as:

Conscientiousness: define as the tendency to be

- Organized



Reduction Early School Leaving of Young People

- Responsible
- Hardworking

Examples of Questions:

School behaviors and habits

- Do you usually have the books organized?
- Do you use to study, even if you do not have tests?
Do you use to study, even without having an imposition from others

Almost always | Sometimes | Hardly ever

Agreeableness: define as the tendency to act in a cooperative, unselfish manner

Examples of Questions:

- Is it usual your colleagues seek you when they have a problem?
- Do you like to do group work?
- Do you usually offer you as a volunteer when asked to perform some task?

Almost always | Sometimes | Hardly ever

Selfconfidence: in succeeding in school and in life

Examples of Questions:

- Do you think that you will successfully complete a college degree?
- Do you think you're going to be a successful professional?

Almost always | Sometimes | Hardly ever

Ambition: in reaching University

Example of Questions:

- Until what grade would you like to study?

Secondary education | Graduation | Master's degree | PhD

Performance anxiety

Example of Questions:

- On the eve of the tests, do you usually have a bad mood or cannot sleep?
- Do you get nervous when you think that you are being evaluated?
- Are you usually afraid to forget the school materials?
- Do you get anxious when you have to go to the board?

Almost always | Sometimes | Hardly ever



Reduction Early School Leaving of Young People

Self-Regulation Behaviors

Example of Questions:

- a) Do teachers usually complain about you being restless?
- b) Do you usually have trouble controlling your behavior (be quiet or silent)?
- c) Are you obedient?

Almost always | Sometimes | Hardly ever

Attribution of success and failure

Example of Questions:

- a) Do you feel that your results depend on the teachers in school?
- b) Do you feel that when you have bad grades is because you had bad luck?

Almost always | Sometimes | Hardly ever

Partners should use the same indicators in order to facilitate a potential comparative analysis.

▪ FAMILY

Family Apgar Index

Please, see the example of questions and the type of evaluation involved for calculation, as the following proposal:

TABLE 1
The Family APGAR

	Almost always	Some of the time	Hardly ever
I am satisfied with the help that I receive from members of my family when something is troubling me.	_____	_____	_____
I am satisfied with the way members of my family discuss items of common interest and share problem-solving with me.	_____	_____	_____
I find that members of my family accept my wishes to take on new activities or make changes.	_____	_____	_____
I am satisfied with the way members of my family express affection and respond to my feelings, such as anger, sorrow, and love.	_____	_____	_____
I am satisfied with the way members of my family and I share time together.	_____	_____	_____



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TOTAL	OPERATION	QUOTATION
Equal to or greater than 7	Functional Family	0
Between 4 and 6	Light Family Dysfunction	1
Less than or equal to 3	Severe Family Dysfunction	3

Almost always (0) | Sometimes (1) | Hardly ever (2)

EPIS adapted Family Capital Indicators to RESLEA Project

Other Indicators

Example:

- Read books, newspapers or magazines, is common in your house?
- Are you satisfied with the help they get from your family when you have a problem?
- Your parents are concerned to know your grades and dates of your tests?
- In your house when you not fulfill a rule you are punished?
- The family dinner is a habit in your home?

Almost always | Sometimes | Hardly ever

▪ TEACHERS /SCHOOL

EPIS adapted student's satisfaction indicators toward school to RESLEA Project

Example of Questions:

- Is your school demanding in terms of order and discipline?
- Is your school demanding in terms of academic results?
- Is there violence in your school?
- Is there "substances" abuse in your school?
- Does your school have a good image for the community?

EPIS adapted students' satisfaction indicators toward teachers to RESLEA Project

Example of Questions:

- Do teachers strive to make the students learn school subjects?
- Are teachers available to address other issues not related to school subjects?



Reduction Early School Leaving of Young People

- c) Are teachers fair in relation to compliance with rules and punishments?
- d) Are teachers fair in relation to student assessment?

Instrumental value of school/vocational training provider

Example of Questions:

- a) Does what you learn in school help you to solve problems of day-to-day?
- b) Do you think that what you learn in school will be useful for your future?

▪ SOCIAL CONTEXT AND COMMUNITY

Graffar Index

Please, see the example of indicators and the type of evidences involved for calculation, as the following proposal:

The method is based on a set of five criteria that evaluates the social and economic capital of the family according to 5 levels, graded from 1 (best) to 5 (worst):

1. Profession of parents (highest)
2. Level of Education parents (highest)
3. Sources of household income (highest)
4. Comfort of accommodation of family home
5. Appearance of the neighborhood

RISK Classes	
Low Risk	GRAFFAR I, II, III
Medium Risk	GRAFFAR IV
High Risk	GRAFFAR V

The weighted average of the 5 criteria will allow applying the following classification:

- Class I - Families whose cumulative points are between 5-9
- Class II - Families whose total points are between 10-13
- Class III - Families whose total points are between 14-17
- Class IV - Families whose total points are between 18-21



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- Class V - Families whose total points are between 22-25

To define the “PORTFOLIO OF STUDENTS IN RISK” (to work during the capacity building phase), mediators and mentors should take into consideration the following data:

- Students with 1 or more failed school years
- Students with 3 or more negative grades in the 1st term 2012/2013
- Students with Family Apgar ≥ 3
- Students with 1 or 2 negative grades in the 1st term 2012/2013 and Apgar Index Class V



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Step 3. MEDIATOR/MENTOR PROFILE

The mediator or mentor should have close contact with the students/trainees; it's the person who: selects the students/trainees for the program, monitoring the students/trainees performance along the process, intervening to help solve problems, provides feedback and fostering the communication among all agents involved as (other) teachers, family member, community, etc.

Please, check the example of criteria for selection, as the following proposal:

- Academic background:
 - Teacher
 - Social assistant
 - Phsycologist
 - Professional experience
 - >5 years of experience
 - >3 years in the field/school: with students
- Dedication to the pilot: full time (preferential)
- Motivation: strong motivation to work with students at risk (local assessment)
- Communication: good communication with other agents involved in the process and availability to provide support and feedback (at presence and at distance)



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Step 4. CAPACITATION MODULES AND “MODUS OPERANDI” FOR RESLEA MEDIATORS/MENTORS

- Student at risk
- Family of the student (when needed)
- Teachers (across the board)
- Community (optional)

More information, next chapters:

TK 2 | STUDENT - “Aim high” coaching programme

TK 3 | FAMILY - “Back to school” brochure: family routines

TK 3 | COMMUNITY - “Developing Vocations for the Future”

TK4 | TEACHERS /SCHOOL - “Students excellence” seminars to teachers and school assistants

TK 5 | Supportive instrument to the creation of a network of professionals facilitators aiming to school/VET providers

Step 5. RESLEA SCORECARD will be apply at the end of each term and use in the reports

To be detailed based on the multifactor risk screening (previous steps).

- Key indicators to be used
 - Academic performance
 - Key non-cognitive skills

Step 6. EVALUATION OF EFFECTIVENESS AND FINE-TUNING OF MULTI-FACTOR RISK SCREENING



Reduction Early School Leaving of Young People TK1 | CAPACITATION MODULES AND “MODUS OPERANDI” FOR RESLEA MEDIATORS

The EPIS intervention strategy is oriented for four vectors: young, family, school and territory.

This document has been designed with the aim to present a package of intervention strategies and techniques that may be useful having regard to the intervention nature and degree of risk selected on target of intervention.

Mastering effective strategies for behavior change in young people is an important transversal competence the mediators, parents, teachers and mentors. Thus, the following point is occupied to explore the question of reinforcements and punishments.

"Reinforcement" is the term used to describe the increased probability of a particular behavior (observable or not), depending the previous operant contingencies.

"Punishment" is the term used to describe the decrease probability of a particular behavior (observable or not), depending the previous operant contingencies.

“Positive social reinforcement” - Act which is to respond to the individual with socially rewarding form (positive result) after the occurrence of the behavior, which makes this frequency tends to increase." When we speak of social reinforcements, we refer to praise, positive attention and positive feedback. *Examples:* A smile; Expressions like "good job" or "I am very proud of your work;" An affectionate tap on the shoulder or back of the student; One comment about correct behavior of the student, Use as a distinctive premium (symbolic reinforcement); Talking with parents, valuing their work and qualities ..

Here arises the concept of equality, which also goes by the difference in behavior. We know that some students need more reinforcement's social than others, especially when they emphasize positive behaviors. Commend and do the student feeling "noticed" can prevent it to be noted for a disruptive behavior.

We should think, how easy it is for us adults emphasize the negative behaviors of adolescents instead of positive.



Reduction Early School Leaving of Young People

Tips to make efficient use of the "Social Reinforcement"

1. **The reinforcement should register immediately to positive behavior.** Sooner proper behavior is compensated .most effective is the reinforcement.
2. **The reinforcement should be individual.** What works with one, does not work with others. Some like to praise "for the group", others do not like the pat on the back. The parent / teacher / mentor should analyze what works best. However, what works today may not work later, needing to promote change and innovation.
3. **Amount of reinforcement.** Earlier reinforces insistently, even if you think that "the student should already behave as such." Here the maxim "just do your duty" does not work. As the student is approaching the required standards, it is preferable that the pass behavior to be reinforced in an intermittent manner to avoid the effect of satiation. In theory, a behavior reinforced intermittently at variable intervals and in varying amounts, strongly resists the withdrawal of the stimulus.

At the opposite end, a reinforced behavior constantly at fixed intervals, typically extinguished quickly when it is withdrawn. Hence the importance of the maxim: continuously strengthen early;
4. **More than the final result, strengthen the student's attempts to achieve the desired effect;**
5. **Ignore inappropriate behavior.** The behavior for eliminate can be systematically ignored, where possible and in accordance with the sensitivity of the parent/teacher/mentor. At the same time, must be chosen behavior that you want to enhance and reinforce it with praise and attention.

With regard to the "**punishment**" is important to understand that "punish" is not attacking, scold. It can be defined as the use of a stimulus that causes aversion, applied after a behavior considered inappropriate, to which you wish to end.



Reduction Early School Leaving of Young People

To be effectively implemented, leave some tips:

1. Address the student keeping **eye contact**
2. **Speak in clear, firm and assertive form;**
3. Do not threaten with punishments which cannot be practiced;
4. **The punishment can never serve to humiliate the student, or contribute to that is connoted with labels difficult to be eliminated;**
5. We should punish "behavior" and not "individuals"
6. The general principles of operant conditioning must be respected in particular: the **frequency of punishment must be high** (preferably an aversive stimulation to eliminate every answer); **punishment should be applied immediately after the behavior for eliminate**, and finally, **should avoid prolonged administration of punishment**. A teenager accustomed to a punishment makes it a habit, not a punishment.

Note | To achieve results, these strategies have to be performed during a prolonged period of time and coherently. We suggest a minimum of 2 years.



Reduction Early School Leaving of Young People Capacitation modules for RESLEA mediators

TK 2 | STUDENT - “Aim high” coaching programme

- 2. 1. School performance objectives contracting
- 2.2. Problem solving
- 2.3. Time management and studying methods

TK 3 | FAMILY - “Back to school” brochure: family routines

- 3.1. What can I do to promote my child's learning?
- 3.2. Tips to help your child organize study time
- 3.3. Ideas for an ideal study site

TK 3 | COMMUNITY - “Developing Vocations for the Future”

TK4 | TEACHERS /SCHOOL - “Students excellence” seminars to teachers

and school assistants

- 4.1. Definition of rules
- 4. 2. Expectations of teachers vs Student performance
- 3.3. Conflict Management
- 4.4. Student motivation



Reduction Early School Leaving of Young People

Modus operandi of capacitation modules for RESLEA mediators

	STUDENT	SESSIONS	INDIVIDUAL	GROUP	SEMINARS
"Aim high" Coaching Programme	School performance objectives contracting	Session 1 (Explanation of the assumptions and objectives of the contract)	✓	☐	☐
		Session 2 (Signature of the contract)	✓	☐	☐
	Problem solving	Session 1 (Explanation of the art)	✓	☐	☐
		Session 2 (Training Problem solving Protocol)	✓	☐	☐
		Session 3 (Training Problem solving Protocol)	✓	☐	☐
	Time management and studying methods	Session 1 (Tips for Effective Study)	✓	✓	☐
		Session 2 (Time management)	✓	✓	☐
		Sessions 3, 4 and 5 (Training of Study Method SQ3R)	✓	✓	☐
		FAMILY	SESSIONS	SELECTIVE	UNIVERSAL
"Back to school"	what can I do to promote my child's learning?	Session 1 (Exploration of the contents of the brochure)	✓	✓	
	Tips to help your child organize study time	Session 2 (Exploration of the contents of the brochure)	✓	✓	✓
	Ideas for an ideal study site	Session 3 (Exploration of the contents of the brochure)	✓	✓	
	COMMUNITY	SESSIONS	INDIVIDUAL	GROUP	SEMINARS
"Developing Vocations for the Future"	Model of Volunteer	3 or 4 visits /group work during a school year		✓	
	TEACHERS /SCHOOL	SESSIONS	INDIVIDUAL	GROUP	SEMINARS
"Students excellence"	What should know a good teacher?	Session 1 (Definition of rules)		✓	
		Session 2 (Expectations of teachers vs Student performance)		✓	
		Session 3 (Conflict Management)		✓	
		Session 3 (Student motivation)		✓	✓



Reduction Early School Leaving of Young People

TK 2 | STUDENT - “Aim high” coaching programme

The intervention with adolescents requires the establishment of a very specific relationship. All interventions should be based on the assumption P-LI-SS-IT Model.

Technically any approach to an adolescent should be based on the principles of unconditional acceptance in the initial phase, the non-provision of value judgments on the part of mediator and correct use of interrogation in order to create an environment of permission.

The application of the model should be associated with a set of soft skills that a mediator should train: posture and gestures, active listening, voice modeling, contingent social reinforcement and operant extinction.

Stages of EPIS intervention process

Let us recall here the result of the intervention process EPIS framework for the intervention:

1. After initial screening, the young is classified according to the degree of risk of academic failure or absenteeism;
2. In the case of the young to be classified with a level of risk suitable for monitoring the proximity the student is included in the **working group**.

After being formed group of students who will be part of the program, the mediator should plan on time sessions planned for this first block dedicated to student intervention.

The proposed intervention for students can work in individual sessions or group sessions, depending on the subject (see planning sessions).

For each session, is given information about the appropriate setting, the expected duration, objectives and procedures step by step.

Is still available to the mediator, for each session, reference material and labor required.



Reduction Early School Leaving of Young People

2. 1. School performance objectives contracting (SPOC)

Empirical evidence clearly shows that when establishing a good relationship help, the likelihood the student adhere to the requirements of the mediator increases greatly when a contract is established between them.

The behavioral contract is a strategy particularly suitable for teens. When properly applied, explains the rights, duties and responsibilities of the various elements in a conflict situation.

The behavioral contract is a technique in that is discussed an agreement establishing a contract that specifies the behavior, rewards and punishments that will be applied to a given situation.

This strategy allows to value the notion of compromise and mutual concession. It facilitates the transition from a model of authority descending (the adult sets the rules and consequences) to a democratic model (both adult and young, discuss some aspects in the definition of rules and goals and work together to achieve them).

However, the mediator should not abdicate their role as educator. If the student does not accept enter into compromise and make concessions, the model must again revert to the authoritarian.

✓ **Type, number and frequency of sessions** | 2 Individual sessions.

✓ **This technique has as its main objectives:**

1. Clarify the behaviors that are subject to change
2. Involve and commit the student to the process of attitudinal and behavioral change.
3. Avoid conflicts in the relationship help regarding the evolution of change.
4. Promote self-regulation behavior of the student.



Reduction Early School Leaving of Young People

SESSION 1 (SPOC)

Explanation of the assumptions and objectives of the contract

✓ **Setting** | Room or office with restricted access, table, chairs, sheets of paper and pen.

✓ **Expected duration** | 45 minutes

✓ **Objectives of this session**

1. Clarify with student the behaviors that are subject to change
2. Involve and commit the student to the process of attitudinal and behavioral change.

✓ **Proceeding Step by Step**

STEP 1 – Presentation of mediators and student.

STEP 2 - Meet the **objectives of the program**, its structure and timing.

STEP 3 - Share with the students the **objectives and content of the session**.

STEP 4 - In **not directive conversation** with the student, the mediator should help you to **define behaviors that must be changed in order to improve their academic performance**.

STEP 5 - Together with the teenager, define actions / rules he agrees to implement and **establish consequences for compliance and breach of what was agreed**.

STEP 6 – Explain to students the **benefits of the written agreement** and operation of the application of consequences.

STEP 7 - Define with student about **day and times of the next session**.

NOTE | The contract may be oral or written. Is preferable to written form in that it provides a clear record of the individuals involved to guide their behavior and resolve disagreements that may arise. **At the end of this session, the mediator should be aware of the rules for the preparation of a written contract and prepare the document with which was agreed with the student.**



Reduction Early School Leaving of Young People

Materials for consultation and preparation of the session

| A **behavioral contract** is an agreement between two or more persons, stipulating their responsibilities, both with regard to a particular behavior, such as by strengthening its realization |

RULES FOR THE PREPARATION OF A BEHAVIORAL CONTRACT

1. In the behavioral contract should be established by mutual agreement: the rules or specific behaviors who wish to modify , the consequences that accrue in the case of behaviors or rules are met and if not met)
2. The target behavior must be defined clearly and concretely
3. Must be combined duration of the contract
4. The contract must be written and signed by all parties
5. The rules or behaviors required should be reduced in number, should be well operationalized (what to do, how often, what the time limit for compliance) must be made in the affirmative (what to do or achieve) and should be possible to achieve under by student (actual circumstances)
6. The contract performance should be evaluated systematically
7. The contract can and should be reformed where necessary

Make contracts to improve behavior and not to extinguish behaviors!!



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GUIDELINES FOR THE PREPARATION OF A BEHAVIORAL CONTRACT

1. In the contract are Defined the behaviors you want to modify?
 2. Selected the highest priority behaviors?
 3. The behaviors are clearly defined?
 4. It is expected that the student can accomplish what is required in the contract?
 5. The contract described the positive consequences (when the student meets) and negative consequences (if fails) to be assigned?
 6. The fulfillment of these effects is feasible and what was agreed can be implemented consistently?
 7. Target behaviors and positive and negative consequences have been established by mutual agreement?
-



Reduction Early School Leaving of Young People

SESSION 2 (SPOC)

Signature of the contract

✓ **Setting** | Room or office with restricted access, table, chairs, sheets of paper and pen.

✓ **Expected duration** | 30 minutes

✓ **Objectives of this session**

1. Behavioral contract signing by the parties involved.

✓ **Proceeding Step by Step**

STEP 1 – Share with the students the **objectives and content of the session**.

STEP 2 – The drafting of the contract aims to explain and control the positive and negative consequences of behaviors. In this session the mediator should **remind the student the previous session and read him the contract drawn up**.

STEP 3 – After reading the contract, it must be **signed by both parties** (student and mediator). Where appropriate, other parties may be involved in the signing of the contract (teachers, parents, etc.).

STEP 4 - It is important define who will monitor the implementation of what was agreed and apply the positive or negative consequences of behavior emitted.

STEP 5 - Define with student about **day and times of the next session**.



Reduction Early School Leaving of Young People Materials for consultation and preparation of the session

Example of a behavioral contract

I, _____, agree to abide by the following rules:

One. Having my notebooks organized,

2nd. Meet my study schedule,

3rd. Doing homework,

4th. _____

If i abide by these rules, I can:

1. See my favorite television programs,
2. Hanging out with my friends to the end-of-week

If I can not implement, I can not do the above mentioned.

This contract it's valid 1 month and are my parents and my mediator who will verify compliance with the rules.

Signatures:

Note | Each of the parties should keep a copy of the contract signed by all.



Reduction Early School Leaving of Young People

2.2. Problem solving (PS)

In most cases, the human rather than have regard to the emotions, feelings, and desires in the decision-making process, is guided by these factors. They does not follow an efficient algorithm for solving problems. For this reason, when there are major problems in life to settle, it is more appropriate to follow a set of procedures in a specific order, in order to ensure maximum efficiency.

✓ **Type, number and frequency of sessions** | Sessions can be individual or collective, depending on the nature of the problem (confidential or not). On average, it will take two training sessions, one per week.

✓ **This technique has as its main objectives:**

1. Promote awareness about the existence of a problem
2. Assist and guide decision making to solve problems
3. Co-creating a problem solving strategy.



Reduction Early School Leaving of Young People

SESSION 1 (PS)

Explanation of the art

✓ **Setting** | A room with restricted access, a desk, chairs, sheets of paper, pencil, eraser, pen and ruler

✓ **Expected duration** | 45 minutes

✓ **Objectives of this session**

1. Present the student a problem solving protocol structured.
2. Assist and guide decision making to solve problems.

✓ **Proceeding Step by Step** |

STEP 1 – Share with the students the **objectives and content of the session**.

STEP 2 – The mediator must address the student's difficulties as problems to be solved rather than inevitable results of a process or family circumstance.

STEP 3 – The student must be trained in order to adopt a positive/adaptive orientation to the problem, which necessarily involves the following points:

1. The ability to correctly recognize a problem when it occurs;
2. The belief that having problems is a normal part of life;
3. The ability to correctly identify the "cause" of the problem;
4. The tendency to evaluate new problems as "challenges" rather than seeing them as "disasters";
5. belief in individual ability to deal effectively with stressful problems;
6. The knowledge that complex problems can involve very substantial time and effort to be solved.



Reduction Early School Leaving of Young People

STEP 4 – Give the student a copy of problem solving Protocol with and analyze each step.

STEP 5 - Define with student about **day and times of the next session**.

Materials for consultation and preparation of the session

Problem Solving – Protocol

1. **Define the problem**– the definition should be clear, specific, brief and unemotional.

Students should be encouraged to:

- a) Seek facts and important information regarding the problem;
- b) Write these facts in a clear and specific;
- c) Distinguish objective facts from inferences, assumptions and interpretations that can not be verified;
- d) Identify the circumstances and factors that make the situation a specific problem.

2. **Generating Workarounds** - The objective here is to provide the largest possible number of alternative solutions to increase the probability that the most effective may be identified.

3. **Sort and decide what is the best idea** - For each advantage and disadvantage for each, the student should quantify the degree of importance to him, on a scale from 1 (unimportant) to 5 (extremely important).

4. **Develop a plan** - to implement the solution selected (clear and specific): Who will do what, when, where and how?

5. **Put the plan into practice**

6. **Evaluate the results**



Reduction Early School Leaving of Young People

SESSION 2 and 3 (PS)

Training Problem solving Protocol

✓ **Setting** | A room with restricted access, a desk, chairs, sheets of paper, pencil, eraser, pen and ruler

✓ **Expected duration** | 45 minutes

✓ **Objectives of this session**

1. To Train with student the problem solving protocol

✓ **Proceeding Step by Step**

STEP 1 – Share with the students the **objectives and content of the session**.

STEP 2 – This session is intended **to train with student the problem solving protocol** discussed in the previous session. The training should not be conducted in a mechanical way. The skills of problem solving should be as interactive as possible. It's important a positive relationship between the mediators and students/trainees.

Do not ignore the emotions during training. The training should not be based purely on objective facing the problem but also aims at facing the emotions.

| A format for training in problem solving may include teaching students to be able to recognize or **identify problems** ("What is the problem?"), **create alternatives** ("What are my options anyway? "), **evaluate the emotional and behavioral consequences** ("what would happen to this option? How would I feel?"), **select or implement an option or solution** ("How can I apply the best option?"), and finally **evaluate the success of the chosen alternative** ("the choice resulted? Next time I make a different choice?") |



Reduction Early School Leaving of Young People

STEP 3 - Define with student about **day and times of the next session**.

Materials for consultation and preparation of the session

Suggestions for problem solving training

1. **Make the training relevant** to the student.
 2. **Encourage students to practice** as much as possible between sessions. Use tasks to home.
 3. Not focuses on surface problems only
 4. **Focus on implementing solutions**. Encourage the student to implement the best possible solutions during training to succeed.
 5. **Use texts to support the training** (which must be relevant to the student)
 6. Do not forget that the student is always the primary focus of attention.
-



Reduction Early School Leaving of Young People

2.3. Time management and studying methods (TMSM)

Many of the problems of academic failure are due to the fact that students do not know how to study. Learn to plan and organize the study is the first step to effective learning.

With this block, divided into five sessions (1 x Tips for Effective Study, 1 x Time management and 3 x Training of Study Method SQ3R), intended to help students acquire skills appropriate study.

✓ **Type, number and frequency of sessions** | Five individual or collective sessions (once per week)

✓ **This technique has as its main objectives:**

1. Allow planning a study session in a systematic way
2. Teach methodologies for organizing the tasks of study



Reduction Early School Leaving of Young People

SESSION 1 (TMSM)

Tips for Effective Study

✓ **Setting** | A restricted access room with tables and chairs. For each student 1 notebook, 1 eraser and pen. Brochure to discuss with students.

✓ **Expected duration** | 45 minutes

✓ **Objectives of this session**

1. Presentation of a set of tips to help the student to make an effective study

✓ **Proceeding Step by Step**

STEP 1 – Share with the students the **objectives and content of the session**.

STEP 2 – The mediator must begin by discussing with students **“What do you need to SUCCEED?”** In an initial stage the mediator should let students present their ideas.

STEP 3 - After students identify their ideas, the mediator shall submit six essentials for success:

1. Be motivated to learn;
2. Having notebooks organized and well recorded notes;
3. Set a study schedule and stick to it (consult *Time management* session material)
4. Have a suitable place to study;
5. Be organized (scheduled tests and research works);
6. Have an appropriate study method (consult *Training of Study Method SQ3R* session material)

Each of these points should be discussed with the student

STEP 4 - After the points discussed above, should be a busy time with presentation **some tips to use while conducting the evaluation tests**.



Reduction Early School Leaving of Young People

STEP 5 - Using the brochure, the meter should identify with the students which tips that are already accomplished and **what strategies to adopt to improve and effectiveness of study time.**

STEP 6 - At the end of the session the brochure must be delivered to the student.

STEP 7 - Define with student about **day and times of the next session.**

Materials for consultation and preparation of the session

During the Evaluation Test...

1. **Relax and focus**
 2. Read the whole test to have an idea of what you have to answer and pay attention to time depending on the number of questions
 3. Before answering, read each question carefully
 4. First, answer to all the questions you know
 5. If you don't know the answer to a question, move on to other questions and come back to this one later
 6. After each answer, re-read the question and the answer you wrote
 7. Before delivering the test, check if you answered to all questions
 8. Do not get discouraged by defeated thoughts! You can do it!
-

TIPS FOR EFFECTIVE STUDY

1. **Location** (quiet, no noise, no distractions, and very light to prevent eyestrain and drowsiness) | If possible, have a site dedicated exclusively to the study. Studying in a place with good lighting and comfortable. Having all the necessary materials (to avoid interruptions).



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Putting off work (or off) everything that can serve as a distraction (TV, radio, computer games, etc.).. Avoiding be interrupted by others (putting, for example, a warning on the door) |

2. **Timetable** (hourly, 10-minute breaks - avoids fatigue and improves concentration, in the pauses, dedicate yourself to make different things - move it)
3. **Where to start** (always begins the task more difficult and requiring more concentration)
4. **Prepare your study with time** and gives a look at the whole matter, to you be aware of the amount of material you need to know
5. **Make a timetable** with the days of the week and hours of study.
6. **Review the matter.** Does more exercises on the matter that you have more difficulties.
7. **Makes the matter summary** with your own words and makes chips of each chapter.
8. In the days before test **review matter again** (can be from your summaries) and insists on what you don't know so well.
9. The greatest difficulty in the study is not the matter or the difficulty of the exam, but the fear of failure.
10. **Learn to believe in your abilities!** You are able to perceive the matter and know enough to get a good result in exams.
11. Do not lose heart in the face of difficulties. Asks for help when needed (parents, peers, teachers).

BROCHURE FOR STUDENTS

(It will be provided an example)



Reduction Early School Leaving of Young People

SESSION 2 (TMSM)

Time management

It is important to draw up a weekly schedule for the study. This should be realistic and adjust to individual needs. It should also be flexible and take into account the commitments relating to various disciplines (tests and assignments, for example)

The student must reconcile their sporting activities, socializing, etc., with time devoted to studies. It is necessary to establish a scale of priorities, making sound management time devoted to each activities.

The schedule should serve as a guide who can lead the student to work regularly.

There are some aspects that should be taken into consideration before beginning the study of a subject. For most people, the intellectual performance is superior to the morning than afternoon and night. The times more profitable should be dedicated to work harder. Before bed shall be held only homework and slight revisions.

When the student begins to feel tired, it is appropriate pause or change the subject. The ideal might to be take "small steps", with short periods of intense effort and concentration.

✓ **Setting** | A restricted access room with tables and chairs. For each student 1 notebook, 1 eraser, 1 charcoal pencil, 1 pencil blue and 1 red pencils, pens.

✓ **Expected duration** | 45 minutes

✓ **Objectives of this session**

1. Preparation with the student a study schedule

✓ **Proceeding Step by Step**

STEP 1 – Share with the students the **objectives and content of the session**.

STEP 2 - The mediator will help the student to establish a daily study schedule flexible and realistic.



Reduction Early School Leaving of Young People

Note | Earlier the week the weather should be distributed between the various tasks of the disciplines that make up the year, but should not be forgotten leisure time and extra-curricular activities. The distribution of hours for each discipline must depend on its importance, difficulty and imminence of any tests or work to prepare). Leisure time and extra-curricular activities should be included |

SETP 3 - Give the student the following information:

1. Paint in red busy time in classes
2. Paint in orange busy time studying
3. Paint in yellow in the time you have explanations
4. Paint in green time that squats in other activities that are mandatory, fixed and regular, as a sport or other activity.

SETP 4 - Students should be encouraged to take home study schedule and post it on the wall for all to see.

STEP 5 - Define with student about **day and times of the next session**.



Reduction Early School Leaving of Young People
Materials for consultation and preparation of the session

Example: How to organize my schedule?

(It will be provided an example)



Reduction Early School Leaving of Young People

Note: The mediator must take copy of this schedule to the session to power to fill with student

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8.00							
9.00							
10.00							
11.00							
12.00							
13.00							
14.00							
15.00							
16.00							
17.00							
18.00							
19.00							
20.00							
21.00							
22.00							



Reduction Early School Leaving of Young People

SESSION 3,4 and 5 (TMSM)

Training of Study Method SQ3R

A well-conducted study session is halfway to a study profitable.

In this set of 3 sessions, the mediator must address with the student the theme of the importance of an effective working method. In the first of three planned sessions should be discussed general topics as: The importance of the stages of reading (first read and then read aloud with depth); the query of the dictionary, the importance of taking notes, the importance of schemes and summaries etc)

✓ **Type, number and frequency of sessions** | Collective or individual sessions. On average, two sessions during the first two days and one session one week after.

✓ **Setting** | A restricted access room with tables and chairs. For each student 1 notebook, 1 eraser, 1 charcoal pencil, 1 pencil blue and 1 red pencils, pens and a textbook, preferably history.

✓ **Expected duration** | 45 minutes each session

✓ **Objectives of this session**

1. Promote in the student a method of effective study;
2. Training with the student five steps of the SQ3R Method

✓ **Proceeding Step to Setp**

STEP 1 – In each session share with the students the **objectives and content of the session.**

STEP 2 - Training SQ3R with the student's.

Using a manual of discipline, the mediator should encourage students to:

3. Use the Red pencil to mark aspects of the text that he does not fully understand and which should wait for more information.



Reduction Early School Leaving of Young People

4. Use the blue pencil to mark important aspects to retain.
5. Use the charcoal pencil to write notes
6. Use the notebook for notes and summaries

STEP 3 - Define with student about **day and times of the next session**.

Materials for consultation and preparation of the session

What to do in my “Study Hour”!

1. Review all contents of all subjects daily, writing a short summary /outline
 2. Do the homework
 3. Organize and prepare my school bag
-

How to study?

4. Review all scheduled contents for the tests based on your notes and on your student’s book
 5. Write summaries of those contents with words of your own and solve small tests/questions for each studied chapter
 6. Insist on difficult contents
-



Reduction Early School Leaving of Young People

Study Method SQ3R

1. (S) Before reading examines (Survey) chapter (title), headings and explanatory captions on pictures, diagrams, graphs and maps, review the opening paragraph and conclusion of the text.
 2. (Q) Formulate questions (Question) while you are examining. Transforms the title, headings and subheadings into questions; reads the questions at the end of chapters , ask yourself: "What did the teacher talked about this subject in class?" What do I already know about this subject?
 3. (R) When you're starting to read (Read), tries to answers to questions that previously formulate. Answer the questions at the beginning or end of chapters, attentive to all the words or phrases underlined, italicized and bold printed, study graphics support, reduces the reading speed in difficult passages, stop and read again parts that are not very clear. Read just one chapter at a time and recite after the reading.
 4. (R) Recite after reading each chapter or subchapter. Verbalize to yourself question about what you have read and / or summarizes with your own words what you just read. Make notes the text but write the information in your own words. Underlines and highlights important points you have read.
 5. (R) Makes a revision of the text. After reading and reciting the whole chapter, writes in the margin questions for the points you have highlighted / underlined. If your method of recitation includes taking notes in the left margin, write questions for the notes you have taken.
-



Reduction Early School Leaving of Young People

TK 3 | FAMILY - “Back to school” and COMMUNITY “Developing

Vocations for the Future”

3. FAMILY - “Back to school” brochure: family routines

It is important to educate. Many parents mistakenly believe that when children are teenagers, there's nothing else to do for them. Wrong. Studies clearly show that good family education continues to help teenagers develop in a healthy way, avoid problems and have a good academic performance.

The intervention directed to the family is presented here has as its target audience mainly parents or their substitutes. For parents refers to all adults who have the role of guardians and are primarily responsible for family life and the management of activities and family routines, or attachment figures that are privileged.

We all know that the ideal is to intervene and collaborate with all the parental figures, ie the father and mother or their substitutes (may include, for example, the spouse of the father and the young mother who lives or live regularly).

However, this broad involvement is not always possible. And the invitation to participate should be directed to parental figures or their substitutes and then continued with those (father / mother, grandmother, stepfather, etc..) That may be available to join the process, without prejudice to periodically reevaluate the appropriateness to involve other parental figures and their respective direct the invitations by the ways considered most appropriate.

There are essentially two types of intervention with families, that we named universal intervention and selective intervention, and that could be combined together on a adequate way.

The intervention directed to families, have as principal objective empower parents to promote the academic success of their children. The planned consists of a brochure that can be worked with parents in individual sessions or group sessions.



Reduction Early School Leaving of Young People

When needed, the contents of the brochure should be discussed with parents in the attendance session context (selective intervention) or should be used by the mediator to boost seminars for parents (universal intervention).

In situations of seminars for parents, all the contents of the brochure should be presented and discussed. In cases of individual work with families, the contents should be divided into three sessions: (1) What can I do to promote my child's learning?; (2) Tips to help your child organize study time; (3) Ideas for an ideal study site.

UNIVERSAL INTERVENTION

This level of intervention is more general and targeted educational and preventive, aimed at large groups of parents and may involve teachers or other educators, does not represent a mandatory intervention for each school or situation, but must organize itself as a level of preparation and availability of the technician, the trigger when necessary and appropriate.

It is not necessarily an alternative to selective intervention. The group interventions have the advantage of reaching a wider population, to have an effect inclusive or "normalizing" because it does not discriminate against other problematic situations, they can be more motivating for the target audience and facilitate social modeling and group learning effects. But they also have effects less intense, more diluted and may involve some difficulties and obstacles that must be considered, particularly in its organization and operation, and the fact that its effects are necessarily more uncertain and therefore less controllable.



Reduction Early School Leaving of Young People

SEMINAR FOR PARENTS

BETWEEN FAMILY AND SCHOOL

✓ Summary Description

Seminars which aim to provide all parents information about the development, learning and how the family can promote development and learning.

✓ Objectives

1. Increase parental knowledge about how families can promote the development and educational success.
2. To promote a closer relationship between parents and school and between the different members of the educational community.

✓ **Target Population** | Families, teachers and other elements of educative community.

✓ **Methodologies** | Oral exposition and critical debate on matters.

✓ **Necessary Resources** | Amphitheater or the school gym. Data-show projector, screen, video.

✓ **Expected duration** | About 1:30 a.m. to 2:00 a.m.

For the organization of the seminar, the mediator shall prepare presentation material that covers the contents of the 4 sessions planned for parents: *What can I do to promote my child's learning?*; *Tips to help your child organize study time* and *Ideas for an ideal study site*.

During the presentation made by the mediator, each strategy or guidance to parental behaviour should be properly illustrated with concrete examples.

The brochure prepared for the individual sessions can be distributed to parents who attend the seminar.



Reduction Early School Leaving of Young People **Materials for consultation and preparation of the session**

SELECTIVE INTERVENTION

This type of intervention is aimed at parents of students identified by the EPIS signaling method and constitutes itself as a mode suitable for all situations of young people previously selected and recruited, as they are present the conditions to be possible and effective to involve the family and should where appropriate and possible to be combined with interventions targeted to young and school.

So while it is an intervention aimed at involving the whole family more active and positive in the integration and learning process of the young, is aimed primarily at parents or other adults to replace them. The young may, where appropriate, incorporate some of the actions of intervention, but this is not intended to replace more individualized and group interventions for youth, or other actions targeting schools and teachers, always to maximize academic success and integration.

Brief description

Intervention directed at groups of parents of small size (or individual sessions), which develops in three sessions and aims to promote the parents skills to promote educational success.



Reduction Early School Leaving of Young People

SESSION 1

What can I do to promote my child's learning?

To have a good performance in school, teenagers need: structure, discipline, challenges, respect, recognition, opportunities, choices, second chances, understanding and love. Finding a way to materialize all this is the role of parents.

This session is designed for parents of all grades. In the first part, are presented to parents the benefits of greater parental involvement in school. Secondly, to provide some clues as to how parents can get involved in education and school children in five areas of the typology of Joyce Epstein: to promote the basic conditions for learning, communicating with the school, participate in activities in school activities to promote learning at home and actively participate in school decisions.

✓ Ideas and Items to be addressed during the session:

6. In this session should be addressed with parents the importance of getting involved in the educational process of their children and of establish a healthy relationship with the school.

Note | At the end of the session should be handed to parents the brochures: BENEFITS OF PARENTAL INVOLVEMENT IN SCHOOL and WHAT CAN I DO TO PROMOTE MY CHILDS' LEARNING?



Reduction Early School Leaving of Young People **Materials for consultation and preparation of the session**

Benefits of parental involvement in school

What teens have to gain from the involvement of parents in school?

1. Top grades
2. Significant reduction of behavioral problems and indiscipline
3. Better relationship with teachers, assistants and colleagues
4. Increased self-esteem
5. Best study habits
6. Lower absenteeism and positive attitudes to school

What parents have to gain?

1. Know better the difficulties / progress of the adolescent
2. More adequate responses to problems
3. More positive attitudes to school and staff
4. Development of parental skills and increased self-confidence
5. Greater exchange of experiences with other families

What teachers have to gain?

1. Fewer problems with students
 2. Better understanding of the needs, concerns and goals of the student's family
 3. More proximity with the students (to know them better)
-



Reduction Early School Leaving of Young People

There are different forms of family getting involved with school

1. **Promoting the basic conditions for learning:** Provide a positive role model (respect for others, resolution of conflicts, honesty, effort and hard work).
2. **Communicating with the school:** Direct contact between the family and teacher is important (at least once a quarter). Parents should seek information about the developments and difficulties of the student, and find out how they can help his progress. Parents should share their major concerns with the teacher, must participate in school activities or send someone on their behalf. Parents should be informed about the school's educational project, the rules and the proposed curriculum for the class.
3. **Participating in school activities:** Parents should be present in the various school events (festivals, commemorative days, sport events, etc...) and should be available to contribute with their talents and skills (reading stories, talk about their jobs, ...). This is an opportunity to learn more about how their adolescent behave in other environments such as school, friends/colleagues, parents of friends/colleagues
4. **Promoting the learning of activities at home:** Parents must be involved in school learning. How?

- Helping your child become more independent in the study:

- Verify the notebooks are up to date daily
- Looking to establish a study schedule
- Finding a suitable location and distraction-free
- Helping to establish learning objectives and ensure its implementation

Helping the child to plan and organize for exams:



Reduction Early School Leaving of Young People

- Encourage the development of a calendar with all tests of the month

 - Plan ahead for the study tests

 - Monitor results of evaluations

 - Strengthen developments and jointly face the difficulties with son
-



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What can I do to promote my child's learning?

ENCOURAGE THE STUDY AND LEARNING

1. Usually I see if my son has organized daily notebooks?
2. I help my child organize the time and place of study?
3. I help my child organize diary study time?

PREPARATION OF EVALUATION TIMES

1. I know if my child knows in advance the date of the assessments?
2. I know if my child can organize the study in advance for the assessments?
3. I know recognize signs of anxiety and i know how my son reacts before testing?
4. I help my child to use appropriate strategies to perform well on assessment tests?

MONITORING AND STRENGTHENING OF DEVELOPMENTS

1. I talk to my child about what is learning in school?
2. I accompany my child's school results?
3. I reinforce the effort and the developments?
4. Seeks to identify problems and difficulties in the case of negative results?

COMMUNICATION WITH THE SCHOOL

1. I know the director of my child's class? I have contact?
2. I am frequently in parents meetings?
3. I'm least once a quarter with the director of my child's class?
4. I usually participate in activities organized by the school?
5. I maintain an attitude of respect with school and teachers?



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SESSION 2

Tips to help your child organize study time

A good student should give priority to school work. But that does not mean to become a "slave of duty". In the choice of extra-curricular activities, parents should take into account the following criteria:

1. The physical and psychological health of your child
2. The conviviality;
3. Contact with the world of work (which opens new horizons and can help in choosing a professional vocation.

The performance of a schedule favors the acquisition of self-discipline, and this is an important foundation for success in school and in life. In this session the mediator should work with parents the importance of helping your child set up a study schedule appropriate and realistic.

✓ Ideas and Items to be addressed during the session:

4. In this session should be addressed with parents the importance of a study schedule and set your monitor. Should be discussed relevant aspects for the definition of time (about the extra-curricular activities, the importance of setting a realistic schedule, the need for breaks, etc. ..)



Reduction Early School Leaving of Young People Materials for consultation and preparation of the session

5 Tips to help your child organize study time

1. **PREPARATION OF "STUDY TIME"** (Help your child establish a daily study schedule that is flexible and realistic. Earlier this week the weather should be distributed among the various tasks of the disciplines that make up the year, but should not be forgotten the leisure time and extra-curricular activities. The distribution of hours for each discipline must depend on its importance, difficulty and imminence of tests or work to prepare)
 2. **MATERIAL PREPARATION** (The first few minutes of study shall be reserved to prepare the necessary materials - books, notebooks, pens, dictionary, etc.)
 3. **OBJECTIVES** (Help your child to wonder about the priority tasks - What I must do today? What disciplines are priorities? - Set the number of pages or chapters that he will read, how many lessons will review, or how many exercises will solving. This helps he set realistic goals and concrete)
 4. **STUDY SEQUENCE** (Help your child organize the study in blocks of about 30 to 50 minutes encourage the study of disciplines more difficult or less pleasant first)
 5. **BREAKS** (When we start to be tired, we lose the ability to concentrate. When this happens, it is better to take a short break or change of activity in order to resume the study. Encourage your child to make short breaks in the study.)
-



Reduction Early School Leaving of Young People

SESSION 3

Ideas for an ideal study site

One of the factors affecting the lack of attention and concentration in the study is the work environment. Parents should be encouraged to promote for their children a place of study as appropriate as is possible.

Ideally, there is a site dedicated solely to the study. But in many cases this is not possible. Must then break existing conditions, identifying, together with the young which environmental stimuli that may contribute to difficulties in their attention and then to devise strategies to eliminate or avoid.

✓ Ideas and Items to be addressed during the session:

In this session should be discussed with parents the importance of the conditions of the study site. Parents should be encouraged to offer the best conditions possible regarding the study site.

Note | At the end of the session should be handed to parents the brochure: TIPS TO HELP YOUR CHILD ORGANIZE STUDY TIME AND IDEAS FOR AN IDEAL STUDY SITE



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Materials for consultation and preparation of the session

7 ideas for an ideal study site

1. BE QUIET (the place should be calm and should not be a place of passage - To avoid disruptions, can put a notice on the door)
 2. BE SILENT (Higher noise, higher fatigue caused)
 3. HAVE NO DISTRACTION (No objects that often distract your child - phone, playstation, etc.)
 4. BE FAMILIAR (In a familiar place your child will feel more comfortable)
 5. BE WELL-LIGHTED (The lack of light increases fatigue and vision problems)
 6. HAVE A NICE TEMPERATURE (Not too hot nor too cold)
 7. HAVE ADEQUATE FURNITURE (Table large enough to enable a study with different materials at the same time. The chair should allow to keep your back straight – to prevent fatigue)
-



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BROCHURES

(It will be provided an example)

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MAKE IT HAPPEN: creating spaces for communication. It is important that in daily family routines exist to facilitate communication between parents and children. Each family has to find its moment: meal time, before bedtime, a ride on the weekend, Numas shopping together ...

It is important that parents are deemed available when the youth expressed some willingness to share experience and ideas. When for some reason parents can not talk to the young because of other chores and concerns, it is important to give a brief explanation and matching the child another opportunity to speak.

LISTEN: stop, look, do not stop, help young people to express themselves, understand and convey understanding.

Being a good listener means paying attention, understand and convey this understanding to the other person. Thus, it is important to stop what we are doing and look for the young. While the young should not stop talking, trying to make ends their ideas.

Even if you do not agree with what the young person is saying, parents should understand their point of view and show that they are understand or want to understand.

Parents can also help young people to communicate: questioning the young for this to be clearer and more specific (eg "describes me what exactly happened?"), Using the paraphrase ("What do you mean is that ...? ") and using the reflection of feelings (" ... it makes you feel offended? ").

TALK: look, speak calmly and confirm that the other saw. In turn, it is important that the parents are expressed efficiently. For this it is important not to respond at a moment of greater nervousness, take some time to think before you speak (can be 1 minute, 1 hour or a week) to see what they think and what they feel about what was said and what they want happen. If this is done, will find it easier to speak in a clear and orderly, so that the young understand.

What teens have to gain from the involvement of parents in school?

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- ✓ Increased self-esteem
- ✓ Best study habits
- ✓ Lower absenteeism and positive attitudes to school

What parents have to gain?

- ✓ Know better the difficulties / progress of the adolescent
- ✓ More adequate responses to problems
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- ✓ Development of parental skills and increased self-confidence
- ✓ Greater exchange of experiences with other families

What teachers have to gain?

- ✓ Fewer problems with students
- ✓ Better understanding of the needs, concerns and goals of the student's family

PARENT REMINDER BENEFITS OF PARENTAL INVOLVEMENT IN SCHOOL





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There are different forms of family getting involved with school...

Promoting the basic conditions for learning: Provide a positive role model (respect for others, resolution of conflicts, honesty, effort and hard work).

Communicating with the school: Direct contact between the family and teacher is important (at least once a quarter). Parents should seek information about the developments and difficulties of the student, and find out how can they help his progress. Parents should share their major concerns with the teacher, must participate in school activities or send someone on their behalf. Parents should be informed about the school's educational project, the rules and the proposed curriculum for the class.



Participating in school activities: Parents should be present in the various school events (festivals, commemorative days, sport events, ...) and should be available to contribute with their talents and skills (reading stories, talk about their jobs, ...). This is an opportunity to learn more about how their adolescent behave in other environments such as school, friends/colleagues, parents of friends/colleagues

Parents must be involved in school learning. How?

- **Helping your child become more independent in the study:**

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PREPARATION OF EVALUATION TIMES

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I talk to my child about what is learning in school?

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I Reinforce the effort and the developments?

Seeks to identify problems and difficulties in the case of negative results?

PARENT REMINDER

Tips to help your child

organize study time and l

deas for an ideal study site

Being a mother and a father of teenagers

is a difficult and challenging ...



3 . COMMUNITY - “Developing Vocations for the Future”

It is a model of volunteer, whose aim is to "match" groups of students at risk of academic failure and school dropout, with groups of business professionals.

With this project, we intend to establish a additional monitoring to these students, which is focused on the presentation and dissemination of the various possibilities of careers.

The aim is to help young people "find themselves" and guide their school efforts for a direction that interests and motivates them.

✓ **Focus** | Working with youth at risk via the PROFESSIONALS VOCATIONS, through the good examples.

✓ **Pairing** | A group of volunteers up to 20 - a group of students up to 20 (a volunteer for a student)

✓ **Type of Activities** | 3 to 4 visits / group work during a school year, in order to show students different professions existing, including the experimentation of those jobs where possible



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✓ **Light commitment** | It does not require the volunteer homework. Initiatives in bimonthly group; free individual initiatives.

✓ **Monitoring** | Project Management by the Mediator

✓ **Objectives and outcomes:**

1. Promote the academic success of young people, as well as vocational training, cultural and human and its integration into the world of work
2. Helping young people to think about a future career, presenting good examples of individuals, companies and careers.
3. Enhancing the self-confidence of the young to a life project that leads to social inclusion and happiness
4. Develop non-cognitive skills essential for employability

✓ **Execution:**

1. Selection of partner/company by the Director
2. Selection of students by the Mediator
3. Presentation of the program to parents and collecting commitments for the students participation
4. Selection of volunteers within the company (technical staff)
5. Presentation of the program + volunteers Formation
6. 1st session (volunteers + students + mediator): Ice Break + Pairing (a volunteer for a student)
7. 2nd session group (volunteers + students + mediator)
8. 3rd session group (volunteers + students + mediator)

Note: In the time period between the joint actions under the program, the volunteer may perform other activities with students, always with the knowledge and consent of the Mediator of the parents.



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Contents that must be addressed in an initial training session with volunteers

What needs a teenager?

1. **Availability, communication and stability** (consistent behavior, clear communication)
2. **Appreciation** (Be praised, be recognized)
3. **Clear limits** (well-defined rules and clear consequences for inappropriate behavior)
4. **Monitoring** (monitoring, supervision)

Messages to pass to the student

1. I accept you as you are!
2. I appreciate the positive things you do!
3. I know what you need and I will try to correspond.
4. I have time and availability for you!
5. I respect you, I am interested and I am aware of your changes!

Strategies to reduce behaviors

1. Identify the Problem
2. Establish priorities
3. Identify the desired alternative behavior
4. Strengthen the alternative behavior.
5. Eliminate the reinforcements of behavior problem
6. Remove privileges or punish the problem behavior.



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Knowledge of the school dynamic

1. School Hours
 2. Study Time
 3. Test dates
 4. Lective interruptions
-



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TK 4 | TEACHERS /SCHOOL - “Students excellence” seminars to teachers and school assistants

The block dedicated to teachers provides four main topics: Definition of rules; Expectations of Teachers vs Student performance; Conflict Management; Student Motivation. The 4 modules can be worked in small groups or presented in the form of seminars for all school teachers and school assistants.

In case you opt for a form of universal intervention (seminars), the mediator shall first submit to the school board's plan seminar and ask her involvement in the disclosure of the action.

- ✓ **Target Population** | Teachers and school assistants
- ✓ **Methodologies** | Oral exposition and critical debate on matters.
- ✓ **Necessary Resources** | Amphitheater or the school gym. Data-show projector, screen, video.
- ✓ **Expected duration** | About 2:00 a.m. to 2:30 a.m.

For the organization of the seminar, the mediator shall prepare presentation material that covers the contents of the 4 sessions planned for teachers: *Definition of rules; Expectations of Teachers vs Student performance; Conflict Management and student Motivation.*

During the presentation made by the mediator, each strategy or guidance to teacher behavior should be properly illustrated with concrete examples.



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1. Definition of rules

The existence of rules is inherent in any interaction. The attitude of the teacher in the classroom is crucial for achieving the harmonious coexistence of the students and the tranquil flow of activities during class.

Students expect teachers to act with authority and power in the classroom. The problem is fair management of power and the risk of fall into extremes - authoritarianism and permissiveness- (*See Materials for consultation and preparation of the session*).

The relationship Adult / Student must be symmetric in setting rules and limits?

No! The adult is the leader makes decisions and maintains discipline. It is hoped the adult understanding and good communication, but never lack of leadership.

✓ Ideas and Items to be addressed during the session:

5. Vertical relationship teacher/student (
6. Setting clear rules
7. **Exercise of authority without recourse to third parties** (Exercising his authority alone, without recourse to a third party | Example: "I'll tell your father ..." and "I will take you to the Director")
8. Rules and prohibitions associated with punishment and punishment



Reduction Early School Leaving of Young People Materials for consultation and preparation of the session

Management styles of the classroom:

Authoritarianism: this way of teaching is characterized as an abuse of authority by rigidity, aggression, repression and despotism. The authoritarian attitudes are constant vigilance, and emotional distancing. These teachers often discourage discussions and research papers, require strict obedience. Punish and rarely praise.

Permissive: Permissive professor creates many chaotic situations in classroom. Allows students feel perfectly at ease, their decisions have as central concerns the welfare of the students more than academic concerns;

Indifferent: characteristic of unmotivated teachers, who manage the class in a daily routine, trying to be the least bothered possible. Classes uninteresting, that does not motivate students.

Assertive: Teacher who knows how respect and believe students. Gives them responsibilities, and recalls the rules. It takes into account the behavior and not the person. He knows when praise, but he can punish if necessary, provided that the punishment meets the principles of reasonableness, appropriateness and consistency.

The child should be encouraged to fulfill agreements with praise, attention and affection. More and better than punishing what is inappropriate is to reinforce what is appropriate.

1. Any limit should be as clear as possible in order to eliminate any ambiguity.
2. The reasons of the rules should be explained in the definition of rules.
3. Shouldn't use negative phrases
4. You should Allow students participate in setting rules (you have always the last word)



Reduction Early School Leaving of Young People

5. Be firm in demanding compliance with the rules set
 6. Define clearly what punishment to be applied when a threshold is exceeded
 7. When a limit is not respected, it is important that there is a "punishment" not physical
 8. The punishment should always be equivalent to the gravity of the act committed
 9. The punishment should be applied immediately after rule breach
-

Definition of rules

1. Set reasonable rules.
 2. Set explicit, clear, practical and positive rules
 3. Establish a reasonable number of rules.
 4. Set the rule to comply and consequences for non-compliance.
 5. Do not establish rules that cannot or will not enforce.
 6. Try to establish general rules for the whole.
 7. Require systematic compliance of the rules.
-



Reduction Early School Leaving of Young People

4. 2. Expectations of Teachers vs Student performance

Teachers become significant in the lives of their students because of a strong interaction. Sometimes parents do not have much time to pay attention to their children. Thus, the teacher becomes one of the few people who can believe more in the value and ability of their students.

The expectation of the teacher regarding your student's ability to achieve a good or poor school performance has been identified as a factor likely to influence the student's own academic performance.

The expectation is often described as being responsible for a feedback process in which a good expectancy performance amplifies the good performance and poor expectation further diminishes the possibility of having a good performance.

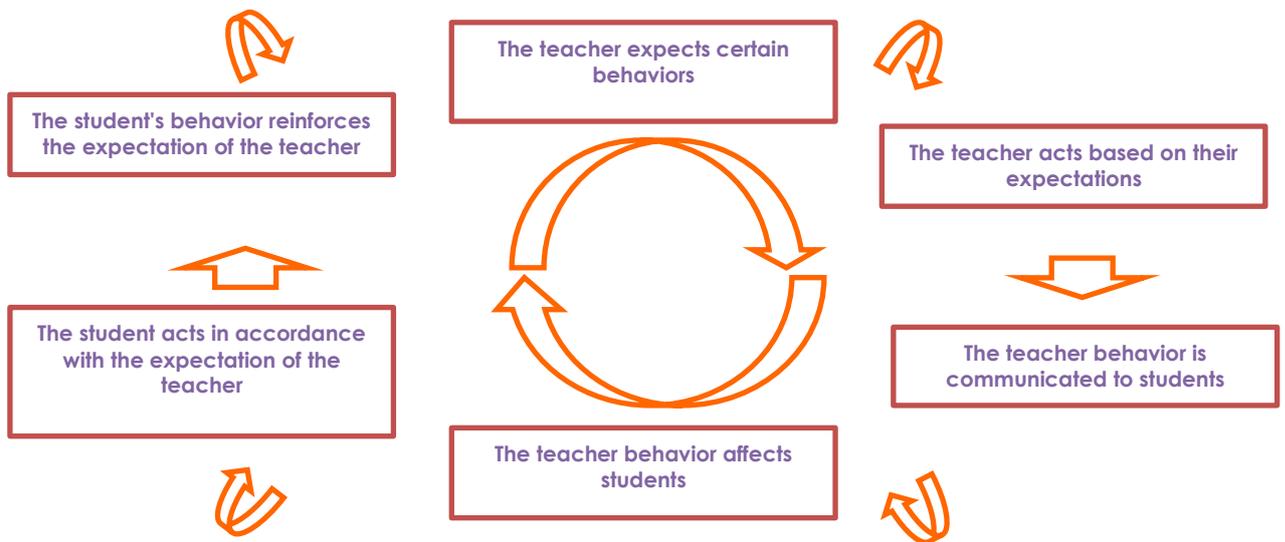
The Mediator should highlight in this session the fundamental importance of the teacher being aware of this reality and try to escape the discrimination, for that can provide better learning opportunities.

✓ Ideas and Items to be addressed during the session:

8. Expectations of teachers create patterns of cyclical behavior (by both the teacher and the student) that affect the type of interaction that takes place and consequently school results.
9. Our expectations about what others expect of us make us act to confirm them.

Materials for consultation and preparation of the session

Influence of Teacher Expectations on Student Performance





Reduction Early School Leaving of Young People

4.3. Conflict Management

The school is an ideal opportunity for interpersonal interaction and should be a harmonious local. The quality of teaching-learning and citizenship training depends on the quality of the relationships established in this space.

Currently, inappropriate and disruptive behavior, take much time the activity of the teacher in the classroom, damaging its primary action.

The teacher must have the clarity of what are the reasons, what are the factors that cause conflicts, and thus increase the possibility of controlling emotional reaction of the students and find ways to solve them.

✓ General Objective

Organize and systematize a set of principles, guidelines and strategies regarding the definition and resolution of problem situations.

Learning to effectively manage interpersonal relationships and behaviors, that are present in the school environment and may hinder or prevent a normal and healthy living.

✓ Ideas and Items to be addressed during the session:

10. The conflict, in particular the conflict in schools, it is an inescapable reality and intrinsic to our daily lives.
11. Understanding the conflict is a first step towards its resolution productive and constructive, it is important to bear in mind that, depending on how it is perceived and managed, can have consequences constructive or destructive.



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Materials for consultation and preparation of the session

THE SOLUTION TO ANY CONFLICT INVOLVES:

1. Listen carefully (the gaps in communication are the main cause of conflicts and the biggest impediment to its resolution);
 2. Transmitting positively the position of each one
 3. Use positive feelings and emotions
 4. Appreciate the context and past history of those involved (that may be determinants in the conflict and its resolution).
-

STRATEGIES FOR MANAGING CONFLICT

Step 1 - Be able to balance the relative powers of the parties in conflict;

Step 2 - Helping the parties to identify their behaviors that contribute to the conflict;

Step 3 - Define clearly the aim of securing the cooperation and encourage the parties to cooperate in resolving the conflict (an outcome good for both parties);

Step 4 - Give the parties the time needed to resolve the conflict (moderate pressure).

NOTE | *The greater the number of people attending an event in which someone asks or needs help, less likely someone is taking the initiative to help and / or longer the time it takes to rescue. We should never underestimate the effect of a student group ... a harmless student can become irritable in group.*

1. What never to do

1. Losing control and raising voice.



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2. Calling a third party when you realize that you can't control the situation (disallows).
 3. Criticizing individual characteristics (eg You're a reckless!).
 4. Devaluing small actions to change. (eg the student takes appropriate action after a period of bad behavior and the adult, instead of praise, says something like: "So, have you done enough stupid things?")
 5. Not to apply the consequences previously announced.
 6. Threatening to punish with vague speech (eg If you continue like this, you don't know what will happen..)
-



Reduction Early School Leaving of Young People

4.4. Student Motivation

The monopoly of the school as a place of knowledge transfer no longer exists. Today students have access to knowledge and information in other means of communication.

It's harder to be motivated by teachers, mainly because some are in school not by choice, but because they are compelled by force of law.

The task that is expected of a teacher today is much broader than imparting knowledge by requiring the skills of the teacher to talk with their students, ability to stimulate interest in learning, personal guidance, emotional and moral development, the attention to diversity and teamwork.

Without motivation learns little and forget quickly. A student with motivation, do not disperse or interrupt the study. Moreover, all that is meaningful and interesting for student stays longer in memory and can be recalled easily.

The secret to success is motivation.

✓ Ideas and Items to be addressed during the session:

1. Motivation is the construct of psychology that explains:
 1. As an individual is set in motion to achieve a certain task;
 2. The interest revealed in the task
 3. As strives to successfully conduct



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Materials for consultation and preparation of the session

Strategies for maintaining student motivation in classroom

1. Conduct a frequent monitoring of students' work, by observing the way they implement their assignments, giving support to overcome difficulties, feedback, among others;
 2. Stimulate the interest of students, sending them to the frame, asking questions.
 3. Vary the strategies of teaching / learning, using audiovisual equipment, technical support or other visual, experimental activities, research papers, group work, among others;
 4. Liven the classroom and avoid monotonous speeches.
 5. Transmit motivation, seek to maintain a pace appropriate classroom, trying to avoid slowdowns in the flow of activities, but with smooth transitions between them.
 6. Having students engaged in the classroom and try to minimize downtime. Help:
 - Assign additional tasks to students faster;
 - In case of interruption recover rapidly the course of the class;
 - Avoid using one picture for very long periods of time;
 - Initiate activities immediately after giving instructions (always provide clear instructions on the task at hand, so that students are made aware of what is intended and expected to do).
 1. Explain the relevance and connection of subjects taught at the level of connection with reality outside of school, and their relevance to the future of the students.
-



Reduction Early School Leaving of Young People How to increase student motivation?

- [1] **To help clearly identify an objective** (ex. I want to pass the year without negative; I want to raise my math grade).
 - [2] **Help define a plan** (ex. I will use the study method "X", I will study two hours a day)
 - [3] **Help assess clearly the outcome expectations** (ex. teachers will give me negative because they do not believe me).
 - [4] **Help assess clearly the expectations of self-efficacy** (ex. I know I am able to learn from the method "X").
 - [5] Making a **behavioral contract** to implement the plan.
 - [6] **Teaching to monitor the implementation of the plan.**
 - [7] **Encourage small successes.** Teach students to self-reinforcing small successes
-



Reduction Early School Leaving of Young People

TK 5 | Supportive instrument to the creation of a network of professionals facilitators aiming to school/VET providers

This toolkit for the student includes:

- i) Planning the active network in each partner country using dissemination tools available (website, publications, national seminars and final conference),
- ii) Timetable,
- iii) Invitation of new professionals facilitators,
- iv) Distribution of the Project Brochure and other dissemination materials.

The project will contribute to create an active network which will support the exploitation and extra partnership dissemination of the main project products, including the Toolkits. This step is important to appraisal the usability and transferability of the products conceived by the consortium and also to guarantees the products sustainability after the end of the financed period. To reach that purpose partner have several tools created along the project as the website, some publications and articles produces, the newsletters and the leaflet, the dissemination through national seminars and final conference.

Specifically to each country, its essential to develop a timetable aligned with other opportunities of dissemination the methodological approach, as other relevant event target to the same beneficiaries and design to approach the topic of Reduction of Early School Leaving of Young People.

In order to invite new professional facilitators and agent to the network partners must explain “why we develop the methodology” and “what we can offer to end-users”. Partners can use the national seminars and the final conference to promoting the debate around the results and project sustainability, by promoting the visibility and the potentiality of the network to a large audience of potential new members.



Reduction Early School Leaving of Young People

New potential members of the network are:

- **Teachers and trainers:** will benefit from the Toolkits that support their work with learners at risk;
- **Policy makers and social partners:** will benefit from a results of the testing phase and the tested model of intervention and a range of best practices from European Countries. This will support their policy making;
- **Families:** will benefit from the Toolkits to solve their intervention with learners at risk guidelines;
- **Facilitators:** also will benefit from the Toolkits for orientation and can use the materials for consultation and preparation of their interventions;
- **Researchers, experts and academics:** will benefit from an enhanced understanding of the issue of early school leaving from an European perspective and from a methodology of intervention;
- **Local authorities:** will benefit from the systematic approach provided by the Toolkits to support their work with learners at risk tested interventions, in local settings.

The RESLEA consortium's approach aims at dissemination, establish targets for dissemination, and set out the target groups and strategies used to reach them. It will also establish responsibilities for various parts of dissemination amongst the partnership and will serve as the basis for coordination of all dissemination activities within the project, including the testing phase results and the Toolkits exploitation.

Through RESLEA Website <http://www.reslea.eu/index.php/en/>, end-users can access to project information and its goals, the consortium members, the ways to participate in the network.