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COURSE TO PREVENT EARLY SCHOOL LEAVING IN MULTICULTURAL EDUCATIONAL SETTINGS IN EUROPE

Erasmus+ funded project Strategic Partnership

Projects for School Education:

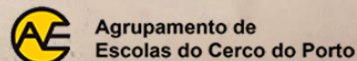
Promoting Inclusion to Combat Early School Leaving (PICELS)

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ABOUT THIS PUBLICATION

This document, 'COURSE TO PREVENT EARLY SCHOOL LEAVING IN MULTICULTURAL EDUCATIONAL SETTINGS IN EUROPE', was created within the project 'Promoting Inclusion to Combat Early School Leaving (PICELS) (2019-1-ES01-KA201-065362)' Co-funded by the Erasmus+ Programme of the European Union and directed by Prof. Rosa M. Rodríguez-Izquierdo, PhD (Universidad Pablo de Olavide).

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Introduction

You have in your hands a work that is the result of educational research of teachers and academicians, and that is already good news. The course is one of the outputs of the Erasmus+ project: **Promoting Inclusion to Combat Early School Leaving (PICESL) (2019-1-ES01-KA201-065362)**.

School failure and early leaving are a key matter for the development of our students and of our society due to their high social and economic impact: Early School Leaving (ESL) is associated with lower income, health problems and higher risk of social exclusion and bullying, and it limits the capacity of our economies to grow and innovate, damages social cohesion and imposes additional costs on public budgets. Preventing ESL has become a priority in education policies.

Although we are aware of the enormous variables that impact on ESL, the framework for the course was designed to focus mainly on in-school factors influencing ESL, such as teaching methods and curricular issues, positive/negative school climate, and the parents' role as a contributing factor to ESL. Thus, the beauty of it is that this course is teacher-friendly and designed for easy up-take. It is based in the best-available evidence and can contribute to strengthening its sustainability over time and its contextualized replicability in other spaces to work around the issue of prevention of ESL.

This course aims to support those professionals working with youth in identifying and monitoring students and schools in need of greater care and support to prevent Early School Leaving, namely: teachers, principals, educators, pedagogical counsellors, class tutors, social educators, and school psychologists. However, it might also be helpful for educational specialists in alternative learning pathways. With this course we present an accessible guide which offers all of them a hands-on approach to re-inventing their teaching practice and adding new tools to their portfolio.

The course is primarily focused on two principles:

- **Holistic approach** – acknowledges the social, emotional, and physical needs, and not simply academic and cognitive ones, of both students and their parents.
- **Inclusive Systems** – systems in and around schools that encompass a focus on a supportive, quality learning environment, a welcoming and caring school and classroom climate, addressing holistic needs of students, and recognizing their individual capacities and voices, preventing discrimination, as well as being open to the voices and active participation of parents and communities.



This course consists of four units which offer us an updated overview of educational practices to prevent ESL. The course also offers a pre-survey and a Unit 0.

The first unit introduces the issue of inclusive education. It answers the questions of what means the inclusion in education, what is its importance

and why it is considered a challenge to combat ESL. It offers teachers and practitioners at large tools to diagnose the inclusive approach of their school, a comprehensive view of diversity from the perspective of the right to inclusive education and means to develop inclusive practices through the Universal Design for Learning (UDL).

The second unit is intended for school staff to better understand their students as learners, as young people with trajectories and individual experiences that have shaped their lives. The goal is that they see each student in the whole of their world, perceive their strengths/activities and understand their personal situations. This unit will help teachers understand how to embrace differences, whether cultural, linguistic, learning, aspirational, to promote students' development academically, socially, and emotionally.

The third unit of this course enables teachers to identify the linkages that can be created for parents, families, communities, and schools to work together in preventing the disengagement and early school leaving of children. By completing this Unit, teachers can provide students a sense of respectful communication and co-existence that allows them to reach out beyond their family to communities at large.

The fourth unit contains methodologies and strategies aim at creating a positive learning environment, reinforcing pedagogical quality and innovation, enhancing teaching staff competences to deal with social and cultural diversity, and developing anti-violence and anti-bullying approaches. The unit focuses on effective teaching strategies that foster the active involvement of all students in successful educational pathways. The strategies proposed include active teaching and learning, cooperative learning, peer education and the effective application of creativity to education.

The last part of the publication aims to provide resources and information about other valuable projects, tools and inspirations which may help schools to create and sustain a welcoming and inclusive environment for students and parents from all backgrounds and ensure equal success for all.

In brief, the course weaves a complex mosaic of practices, which reaffirms four key principles of educational transformation to tackle ESL:

1. Prevention of ESL is not an action, but a far-reaching process that invites us to "work together".
2. It requires the engagement of all members of the educational community in a framework of cohesive, and collaborative action.
3. The prevention of ESL understood as a process must start from a diagnosis of how inclusive our school is carried out by all the educational community, with strong cooperation with external stakeholders and the community at large.
4. It is strategic to make more creative and update teaching.

The publication was developed on the co-findings from the European Commission through the National Spanish Agency (SEPIE). Detailed information about the project can be found in our project website: <https://www.upo.es/pices/> **Please visit!**



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About the PICESL project

The PICESL project aims to promote inclusive intercultural pedagogies and practices for student engagement. PICESL innovation is that it brings together teachers and researchers on an equal footing with both teams collaborating and participating in a project to provide insights into how to identify and analyze prevention and intervention measures that aim to keep students in education until attaining at least an upper secondary education qualification.

The essential feedback and experience of teachers is put within an established academic framework that has allowed the project to produce two essential outputs. Firstly, a pan-European mapping of successful intercultural and inclusive practices in the classroom, which includes a set of indicators with which teachers can evaluate their own practices in the classroom. Secondly, the present training course based on the above-identified effective practices. In addition to these outputs, the project's focus is on the expansion and execution of education policies, and the transferability of country-specific good practices.

PICESL also pursues to understand the mechanisms behind, processes leading to and trajectories following ESL. Thus, the project has built on existing practices to tackle ESL and intends to develop innovative approaches for building inclusive schools.

Where the Project operates



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In six EU member states (Spain, Croatia, Portugal, Italy, Greece, and the Netherlands). Three schools, three universities and one academic association working together in this strategic partnership as a “community of practice” to gain experience in international cooperation and to strengthen our capacities, but also to produce high-quality innovative deliverables like the one we now present here.



How to use the course

This course offers concrete units to conduct a workshop at school level and includes the use of four units to help participants to reflect about ESL and to propose actions in their own schools to tackle ESL. Thus, participants will be presented with a variety of learning materials and resources as well as tasks and activities that they will need to do personally or with their school/organization colleagues.

The course is made up of 4 units plus Unit 0 (Introduction and pre-survey scale). Each unit is based on learning by doing, reflection and, cooperative learning) in four steps:

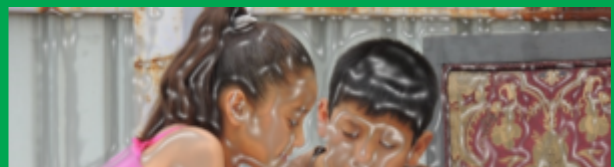
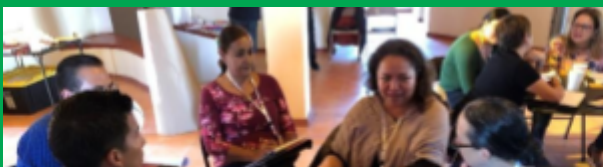
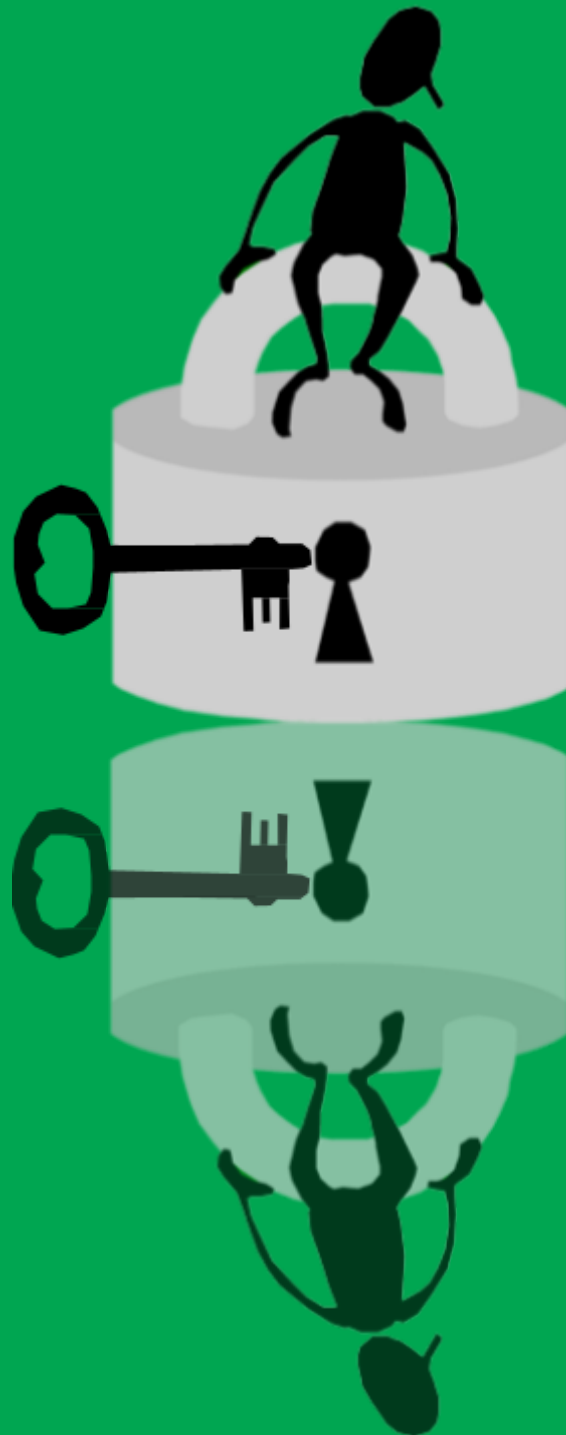
1. Previous knowledge.
2. New knowledge.
3. Assignments.
4. Sharing your learning from the course with colleagues.

All of units follow pretty much the same logic which are further explained in the syllabus of the course. Units 1 to 4 demands between 8 to 10 hours of work in total per unit.

In summary, each unit includes recommended readings and practical activities and assignments which are flexible and adaptable to your interests and, goals, and context.



Syllabus of the course



COMBATING EARLY SCHOOL LEAVING

COURSE FOR PREVENTING DISENGAGEMENT OF STUDENTS

2021

COURSE DESCRIPTION. WHAT IS THIS COURSE FOR?

This course is designed to raise awareness and help tackle Early School Leaving (ESL) and to prevent disengagement of students. The fact that many young people opt to leave school too early increases the risk of being on unemployment and socially excluded. Many teachers and educational professional lack skills to confront this problem.

Through this course participants will learn how to develop more meaningful school experience, how to deal with classroom diversity and ESL. The course will focus on knowledge, attitudes, skills, and strategies to engage students. The intention is to go beyond abstract thoughts and reflections and help educators learn about and acquire practical tools and resources, that can be used to

combat ESL and student disengagement.

Encourage and inspire students' interest in learning and keep your students motivated with learning is more and more challenging in the current society. Learn how to accompany your students to become self-motivated individuals who realize that their future opportunities depend on their education. If individuals who are at high risk of disengagement of school are involved in the learning process, the rates of ESL can be substantially reduced. This can be achieved through boosting their sense of belongingness and building students' self-esteem, as well as identifying emotionally vulnerable and behaviorally disengaged students.

LEARNING OUTCOMES

By the end of the course, teachers will:

- Have become familiar with an array of teaching skills, tools, and effective strategies to make their teaching engaging and relevant.
- Learn about a new educator approach in each unit and engage in activities that help them experiment with some teaching practices and exercises that increase students' motivation.
- Increase their awareness of questions that lead to ESL and gain understanding on how to tackle disengaged students, how to improve their sense of self-worth, improve their engagement and self-esteem. The course also addresses the importance of developing emotional skills and strategies to improving communication skills with families and stakeholders.
- nurture and grow professionally in an international and supportive learning community, environment, building strong networks with colleagues from all over Europe.

WHO IS THIS COURSE FOR?

- Teachers in practice of all educational levels who wish to combat ESL approaches and practices to engage children in their teaching and educational work.
- Pre-service teachers (undergraduates or master students) and social educators (undergraduates or master students) who wish combat ESL approaches and practices to engage children in their teaching and educational work.

SPECIFIC OBJECTIVES

1. Understand the basic concepts of ESL, its foundations, and its educational value.
2. Identify ESL practices and become familiar with methodological strategies to combat it.
3. Perceive and value the importance of networking in this type of practices.
4. Become familiar with ESL projects from the inclusion perspective.

COURSE CONTENT

- **Unit 1.** Attention to diversity in educational institutions.
- **Unit 2.** Moving away from deficit perspective.
- **Unit 3.** The linkages of parents, families, schools, and communities in preventing disengagement and ESL.
- **Unit 4.** Innovative teaching methodologies with focus on bullying as a potential cause of school disengagement and ESL.

METHODOLOGY AND PERSONAL DEDICATION

Carrying out each unit of work, taking into account its theoretical and practical proposals, requires an approximate dedication of about 8-10 hours per unit.

The expected duration of the course is 6 weeks: from 15th of September till the 6th of November.

To this calculation must be added the dedication prior to becoming familiar with

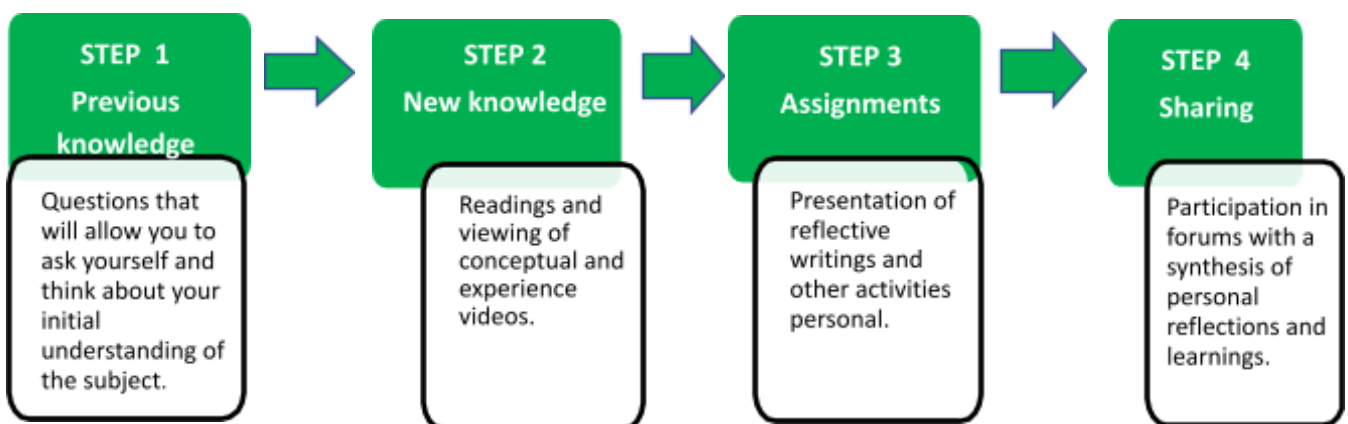
the use of the digital training platform and the introduction activity (Unit 0) and pre-course survey.

A primary element of the course is to reflect and share with colleagues. We will encourage you throughout this course to "submit" or share your reflections, collaborate with some of your trusted colleagues to extend your discussion and share your learnings.

Each unit includes the following sections:

- Short description.
- Aims of the unit.
- Content of the unit.
- Methodology used in the unit.
- Materials and resources needed to do the activities.
- Materials and resources to learn more.
- Optional short (video) tutorial by the authors explaining the unit.
- Evaluation on the assignments.

Each unit is based on learning by doing, reflection and, cooperative learning) in four steps:



MATERIALS AND RESOURCES

and videos and resources will be provided in each unit, mostly
download, recommended or complementary materials and
support materials, also free download.

EVALUATION

The evaluation of the course will be based on the completion of all the
units (the 0 unit (instructions and pre-course survey) and all other 4 units:
assignments and participation in the respective forums.

UNITS



Unit 1
**Attention to diversity
in educational
institutions.**





Unit 1

ATTENTION TO DIVERSITY IN EDUCATIONAL INSTITUTIONS

DESCRIPTION OF THE UNIT

Diversity is a reality in the classrooms of educational institutions that requires strategies to address it in a manner respectful of the right to inclusive education. This commitment requires teachers to make an important effort to understand and cater to the students' needs.

The concept of inclusion is complex and polyhedral, because it is very broad and covers a variety of issues. Therefore, in practice, it is subject to different understandings and each person, and each center, builds its own meaning. It is often associated solely with the educational care of students with disabilities, but, as we shall see, this idea already belongs to the past.

LEARNING OUTCOMES

1. Get a diagnosis about the treatment of diversity at your school (SWOT).
2. To obtain a broad and comprehensive view of diversity from the respect for the right to inclusive education.
3. Achieve accessible learning environments (physically, sensory, cognitively, and emotionally) in which students do not have to “fit” into the system, but the system changes so that there are no exclusions, and nobody stays away.
4. Achieve inclusive practices through the Universal Design for Learning (UDL) to implement it within a Diversity Attention Plan.

CONTENT

Throughout this unit we will explore the following topics:

1. An ethical look at inclusion as a right to a fairer society: from people's adjustments to the adjustments of accessible learning contexts (inclusive schools).
2. Thermometers to detect the degree of inclusion in the educational institutions.
3. Inclusive strategies: Universal Design for Learning (UDL).

METHODOLOGY

The unit combines readings and video viewing with a case study methodology for self-learning and collaborative learning. First, we will begin with several central questions, which give way to conversation and discussion with the course participants. Secondly, the theoretical contents of this unit will be presented through a couple of readings and videos. In the third step you are invited to prepare and present several study cases previously assigned by the instructor. Finally, the unit concludes with a self-assessment questionnaire and some broader questions to check your progress and understanding.

STEP 1. PREVIOUS KNOWLEDGE

Before you start, take some time to answer some questions. This is not an examination, but a starting point that will allow you to think and deepen about your understanding of the subject. It will help you explore your interests and needs to better understand this unity.

Answer the following questions to better prepare yourself to deepen this unity.

Initial questions

1. If we were to brainstorm...What words come to mind when you think of educational inclusion? What image do you think is most representative? What do you think characterizes inclusive schools?
2. What do you mean by having high expectations about the performance of all students?
3. From your experience, what do you think schools can do to respond to the diversity of students we have in the classrooms and make everyone successful? Name some measures, programs, or tools you know that characterize schools of success for all.

4. Finally, the feeling of belonging is an indispensable key to inclusive school what do you do in your classroom to make everyone, and all your students welcome?

STEP 2. INCORPORATING NEW KNOWLEDGE, SKILLS AND ATTITUDES

Take your time to read a text and watch a couple of videos about Universal Design for Learning (UDL). It will help you clarify the concept, clear doubts, know the visions of different authors...

Go through the following readings and videos to prepare the activities and participate in the forum at the end of the unit:

Initial readings

Inclusion/integration. Is there a difference:

<https://cdss.ca/wp-content/uploads/2016/06/CDSS-integration-vs-inclusion.pdf>

Guidelines for programming with Universal Design and Accessibility.

<https://www.washington.edu/doit/universal-design-education-principles-and-applications>

Videos

Universal Design for Learning (summary 4:36).

<https://otl.du.edu/plan-a-course/teaching-resources/accessibility-and-universal-design-for-learning/>

Step-by Step Lesson Planning Using Universal Design for Learning (1:01:11)

<https://www.youtube.com/watch?v=Ndlhp9xmrUo>

References to learn more

Here are some more references if you want to go deeper:

Images to reflect on:

https://drive.google.com/drive/folders/12dT1aPqpiHB3o_VNBSTVZwsHhpLGOeat?usp=sharing

Guidelines on Universal Design for Learning (UDL):

<https://wvde.state.wv.us/osp/UDL/4.%20Guidelines%202.0.pdf>

Tools for the UDL:

<http://universaldesign.ie/What-is-Universal-Design/The-7-Principles/>

Easy-to-read cognitive accessibility guide:

<https://www.iaslt.ie/documents/public-information/Alternative%20and%20Supported%20Communication/Make-it-Easy-December-2011.pdf>

UDL, a look from neuroeducation and inclusion:

<https://www.cast.org/binaries/content/assets/common/publications/articles/cast-udlandthebrain-20180321.pdf>

EducaDUA: University research website on the UDL:

<http://universaldesign.ie/What-is-Universal-Design/The-7-Principles/>

P 3. DO SOME ACTIVITIES

You must prepare a Word document of up to 3 pages where you collect your reflections after reading the texts and viewing the suggested videos. As a guide, you can use point 1 of the initial questions.

Highlight the aspects of the concept videos that you have seen that most interested you and explain why they are relevant in the context of inclusive education.

1. Do a SWOT with your colleagues about your school. The idea is to serve as a self-assessment of your school as a starting point to guide improvement processes. Try to identify the basic steps your school has taken or should follow to incorporate some of the ideas learned during this unit. This exercise must be ready to be presented in the face-to-face part of the training that will take place in Porto.
2. Design an activity to explain to your colleagues what the UDL is.

P 4. SHARE IDEAS

Download to the forum in Moodle:

- a) **Forum 1:** Share on the forum in a paragraph of no more than 10 sentences some of the ideas about activity 1 and 2 of step 3 and contrast your impressions with the contributions of your colleagues.
- b) **Forum 2:** Share if you think that at some point your school has already developed a project related to the attention to diversity or the Universal Design for Learning (UDL).
- c) **Forum 3:** Comment on activity 4 of step 3. How did it go? What have you done? What feed-back did you get from your coworkers?
- d) **Forum 4:** Collaborative workspace: Create with the other participants a decalogue on inclusive education that will be presented to your colleagues.

OTHER MATERIALS AND RESOURCES

Incheon Declaration known as Agenda 2030 (2015) or the “Action Plan for the Implementation of Agenda 2030” (2018):

http://uis.unesco.org/sites/default/files/documents/education-2030-incheon-framework-for-action-implementation-of-sdg4-2016-en_2.pdf

Guide to Inclusive Education (Index for Inclusion. Booth and Ainscow):

<https://www.eenet.org.uk/resources/docs/Index%20English.pdf>

Unit 2

Moving away from deficit perspective.





Unit 2

MOVING AWAY FROM A DEFICIT PERSPECTIVE

DESCRIPTION OF THE UNIT

This second unit is intended for teachers to better understand their students as learners, as young people with travels and individual experiences that have shaped their lives. Although all teachers acquire this understanding, from the moment they enter a classroom and interact with young people with heterogeneous life experiences, the goal is that they see each student in the whole of their world, perceive their strengths/actives and understand their personal situations. This unit will help teachers understand how to embrace differences, whether cultural, linguistic, learning, aspirational, so as to promote students' development academically, socially and emotionally. When necessary, a deeper intervention may be necessary to succeed. This unit will help build for an asset-based approach to education and teaching, help teachers build relationships with their students and among their students, based on what is important to them.

LEARNING OUTCOMES

1. Teachers will see themselves as on a journey to involve pupils, parents, tutors and communities as true partners in the educational process (if they do not already do so).
2. Teachers will have (more) experience and feel more confident in conducting discussions and in activity to strengthen relationships with students.

CONTENT

Throughout this unit, we will explore the following topics:

1. An asset-based approach to education – What is it?
2. Conversations that build relationships and an asset-based approach – how to do it?

METHODOLOGY

Each content topic starts with questions to understand beliefs, values, and underlying behaviors. Next, we present videos and readings to inform these beliefs and values. In the third stage, an activity will be performed that allows you to practice an idea or skill that was learned in step 2. Finally, each unit concludes with the call for reflection on experience in step 3 and then it is asked to share it with others.

Extra readings and videos are available so that teachers can redo this loop (Step 1-4).

STEP 1. PRIOR KNOWLEDGE

An asset-based approach to education – what is it and how do I advocate this approach?

Before we start, take some time to answer a few questions. This is not an exam, but a starting point to allow you to stop and think about what beliefs and values base the “your look” about your students and the school community. It is also an opportunity to think about what words or actions you use and do to work and talk in that community. This proposal will help you explore your interests and whether you need to better understand what a deficit- and asset-based view is, while placing you in terms of these two concepts. This will establish the ground for future activities in this unit.

Initial questions

1a. What are the words you use to describe students in your class who have academic challenges? What are the words you use to describe students who have no academic challenges in your class? How do they differ? Would these words be used for you or the children of your children/friends? How do they make you feel?

1b. If you negatively describe students in your class who have academic challenges, is there any way to change or rephrase that description?

2nd. Have you worked closely with one of the parents before to solve a challenge with a child/student?

2b. How did you feel? If not, what can you tell a father to help him see himself and his children as part of a solution to an academic challenge?

STEP 2. INCORPORATE NEW KNOWLEDGE, SKILLS AND ATTITUDES

Watch the Butterfly Circus and read the following article. Then use the quick questions to help you think about how the video and article relate to each other.

Watch

The Butterfly Circus

https://www.youtube.com/watch?v=y_MCwly6zzg

Reading

What is an asset-based approach to education?

<https://teachereducation.steinhardt.nyu.edu/an-asset-based-approach-to-education-what-it-is-and-why-it-matters/>

Questions to be answered

1. In the first circus, how is the unmembered man introduced to the viewers? What emotions did you feel during the video? What emotions do you think the limbless man felt?
2. See this quote from the article
"We know that the best and most organic learning is based on what students already know," said Diana Turk, Director of Teacher Education at NYU Steinhardt
How does the second owner of the circus put this into practice with the man without limbs?
3. Have you ever been (as a teacher, partner or student) or have you seen a

situation that resembles the experience of the unmembered man in the first circus?

- a) What have you done in this situation?
 - b) B) What would you like to have done?
4. If you could do something different this week in your classes that reflects that you learned from this video and reading, what would it be?

Additional resources

Readings

<https://usergeneratededucation.wordpress.com/2016/05/08/approaching-marginalized-populations-from-an-asset-rather-than-a-deficit-model/>

References to learn more

This video shows us how ADHD can be re-framed as a positive attribute of a child or adult

https://www.youtube.com/watch?v=YvIs3Ja2V_Y

STEP 3. DO AN ACTIVITY

Get to know the strengths of your students

The best way to know your students' strengths is to get to know their students well, their history, what they love and what they feel is important. This activity is to help you expand the way you see your students. The more you understand your tastes, dislikes, passions and what matters to them, the better you can direct your teaching to include individual components that reflect your students' individual strengths and passions.

This activity is for students to create their perfect world where everything is possible. This information will give you an insight into what they have wanted and what they really want to be. Also pay attention to what is not there, as this will also provide additional information about what may not be doing well in their lives.

Step 1: Inform students that for the next five minutes they will be writing or drawing about the happiest place they can imagine in any way they would like

(shot point, full sentences, image, magazine clipping). You can give them the following instructions: What would it be in this world? Who would be in it? What would be the rules? What wouldn't be in the world? Use your imagination, you don't have to include the rules of this world. It may take some time to brainstorm with a group, write some examples on the board to help students have a place to start.

Step 2: Have students draw (more) or continue to write, in more complete sentences and paragraphs, depending on age, about their perfect world.

Step 3: When they're done, ask them to see each other and talk to a partner to discuss their perfect world. They can use the following prompts to help guide your discussions: Why did you choose to include...? What's the favorite part of your world? What included different or similar to this world? What makes your world unique?

Step 4: Gather the group and ask who you want to share. If someone doesn't feel comfortable sharing, your partner can share with them, what they liked, what they found unique, etc.

Step 5: Show the worlds in the classroom.

Step 6: Once the lesson is complete, allow some time to write down what your students have included/do not include in your perfect world. What do you observe on your worlds? What follow-up questions can you have for your students? Can you choose something you've learned about each student?

STEP 4. SHARING IDEAS

An asset-based approach to education – what is it and how do I defend it?

Share your experience of implementing the activity in Step 3 in the forum. What did you observe? What were some trends for students with high performance or low performance? Can you share feedback on three students? What have you

learned about your students and their strengths?

Take some time to read the answers of other teachers, What surprised you with your experience? Can you suggest some follow-up questions about any of your students?

OTHER MATERIALS AND RESOURCES

Readings

Approaching Marginalised Populations of an Active instead of a Deficit Model

<https://usergeneratededucation.wordpress.com/2016/05/08/approaching-marginalized-populations-from-an-asset-rather-than-a-deficit-model/>

Asset-based teaching

<https://www.classcraft.com/blog/asset-based-teaching/>

References to learn more

This video shows us how ADHD can be re-framed as a positive attribute of a child or adult.

https://www.youtube.com/watch?v=YvIs3Ja2V_Y

Unit 3

The linkages of parents, families, schools and communities in preventing disengagement and ESL.





Unit 3
THE LINKAGES OF
PARENTS, FAMILIES,
SCHOOLS AND
COMMUNITIES IN
PREVENTING
DISENGAGEMENT AND
EARLY SCHOOL LEAVING

UNIT DESCRIPTION

The intent of this Unit is to enable teachers to identify the linkages that can be created for parents, families, communities, and schools to work together in preventing the disengagement and early school leaving of children. Of critical importance is the relationship that parents and families have with school.

Teachers can model and emulate these areas of learning and connect these to the families of students, peers, staff, and communities at large to create strong school-family-community linkages. By completing this Unit, teachers can provide students a sense of respectful communication and co-existence that allows them to reach out beyond their family to communities at large.

LEARNING OUTCOMES

In completing this Unit, teachers will be able:

1. To foster strong personal, civic, and respectful relationships among parents/teachers, student/teachers, teachers, staff and students/students and build bridges with the families and the school.
2. To identify ways in which teachers can engage students in cognitive, socio-emotional and behavioral learning experiences and at the same time engage students in developing positive peer and teacher relationships that advance their social and academic learning.
3. To enable schools to reach out to family and community networks so that they collaboratively engage students in schools and help them identify with their communities (home, school, peers, and teachers) hence enabling them not to leave school.

CONTENT

Throughout this Unit teachers will explore the following topics:

- 1) Building personal relationships based on respect and civility and also enhancing the schools' outreach to families.

- 2) Strengthening the cognitive, behavioral, socio-emotional learning engagement of students and peers towards learning.
- 3) Enhancing the role of community networks (partners and associations) for their value and contributions which support learning.

METHODOLOGY

The Unit combines readings and viewing of videos for self-learning and collaborative learning.

First, you will begin with several core questions, which gives way to class conversation and discussion. Secondly, the theoretical contents of this Unit will be presented in a couple of readings and videos. In the third step you are invited to do an activity with your colleagues or other participants. Finally, you are invited to share your own experiences in an online Forum.

STEP 1. PRIOR KNOWLEDGE

Before you start, take some time to answer some questions. This is not an examination, but a starting point to allow you to pose and think what your understanding is about the themes and topics of this Unit. It will help you to explore your interests and needs to understand better this Unit.

Answer the following questions to better prepare yourself to go deeply into this Unit.

Initial questions

1. How does being civil and respectful relate to the ways we behave with each other? For example, in dealing with bullying or exclusion? And what are the basic rules of behaviour that you want to maintain in class for your students, parents, and community members?
2. What does empathy, emotional management, social problem-solving and social competence have in common that helps you as a teacher, guide

students away from any bullying or other negative behaviour towards more positive behaviours?

3. What are significant role model qualities that you consider matter to youth?
4. What do you think it means to be in a family for your students? What constitutes that family and what types of relationships are there? What kinds of social capital (new knowledge, norms, ways of being and doing) do you see families generate and how do you take these into account in your teaching?
5. What can students learn from families about behaving with peers, school staff and community members?
6. As a teacher, how do you see yourself being a role model? When are you aware that you are being effective or not effective with your students and what do you do about this?
7. As a teacher think about the ways that communities can contribute to the learning that takes place in schools. What are the resources that they can provide?

STEP 2. INCORPORATING NEW KNOWLEDGE, SKILLS AND ATTITUDES

Take your time reading the articles and watching some videos. It will help you to clarify the concepts, dispel doubts, know the visions of different authors.

Go through the following readings and videos to prepare the activities and participate in the forum at the end of the Unit.

Initial readings

1. Civility 101: Who's Teaching the Class:
<https://www.rootsofaction.com/civility-101-whos-teaching-the-class/>
2. Gianna Knowles (2013). Ch. 1 "Families, home-school relations and achievement" in Understanding Family Diversity and Home-School Relations, Gianna Knowles, and Radhika Holmstrom (Eds.), Routledge, pp. 7-23:

<https://doi.org/10.4324/9780203151266> (Also as a pdf file).

3. What is a Role Model: Five Qualities that Matter to Youth:

<https://www.rootsofaction.com/role-model/>

4. Joana Lucio (2015). Children as members of a community: Citizenship, participation, and educational development – an introduction to the special issue. *European Educational Research Journal*, Vol. 14(2) 129–137:

<https://journals.sagepub.com/doi/pdf/10.1177/1474904115571794>

Videos

Two short videos about the importance of being a group and being accepted:

Google Android – Rock, Paper, Scissors Advert (1:00)

<https://youtu.be/hgDbafji3xl>

Pixar – For the Birds (3:25)

<https://youtu.be/nYTrIcn4rjg>

A short video about encouraging students to be themselves:

Inspirational video – Be a Mr. Jansen (3:12)

https://youtu.be/4p5286T_kn0

A short video about unity: the teacher/leader unifies the split group by pointing out the fate they have in common, which could engender a better relationship student-teacher and student-student:

Freedom Writers – The Line Game (6:18)

<https://youtu.be/eYYf-mUmPqI>

A short video about self-improvement and daily sacrifice, but also about the importance of emulating good practices, especially with peers:

CGI 3D Animated Short "The Easy Life" - by Jiaqi Xiong | TheCGBros (2:21)

<https://youtu.be/iY2lXojrXwY>

A short video on how to better the community we live in, the world we live in, and be part of a community:

The Philosophy of Pay it Forward (9:28):

<https://youtu.be/URwXr144hll>

References to know more

- Brian H. Smith Sabina Low (2013). "The Role of Social-Emotional Learning in Bullying Prevention Efforts." Theory into Practice, Vol. 52, pp. 280-287:

[https://www.jstor.org/stable/43893897?Search=yes&resultItemClick=true&searchText=\(%22The%20Role%20of%20Social-Emotional%20Learning%20in%20Bullying%20Prevention%20Efforts%22\)&searchUri=%2Faction%2FdoBasicSearch%3FQuery%3D%2522The%2BRole%2Bof%2BSocial-Emotional%2BLearning%2Bin%2BBullying%2BPrevention%2BEfforts%2522%2529&ab_segments=0%2Fbasic_search_gsv%2Fcontrol&refregid=fastly-default%3Ab4e08192fafda5e84e7e8b5b83b3ed27](https://www.jstor.org/stable/43893897?Search=yes&resultItemClick=true&searchText=(%22The%20Role%20of%20Social-Emotional%20Learning%20in%20Bullying%20Prevention%20Efforts%22)&searchUri=%2Faction%2FdoBasicSearch%3FQuery%3D%2522The%2BRole%2Bof%2BSocial-Emotional%2BLearning%2Bin%2BBullying%2BPrevention%2BEfforts%2522%2529&ab_segments=0%2Fbasic_search_gsv%2Fcontrol&refregid=fastly-default%3Ab4e08192fafda5e84e7e8b5b83b3ed27)

- *Summer Camp and Snack Online: two Best practices from Giovanni Falcone School*, pp. 33-39:

https://www.upo.es/picesl/wp-content/uploads/2021/05/fulltoolkit_picesl.pdf

Links to Associations cooperating with our school:

- Cooperativa Parsifal: <https://www.cooperativaparsifal.it/>
- Centro di Solidarietà don Giosué Bonfardino: <https://cdspalermo.it/gg/>
- Associazione PuntoeaCapo: <https://asspuntoacapo.wordpress.com/>
- Associazione Libera Palermo: <https://www.libera.it/?gclid=Cj0KCCjwwewyFBhDvARIsAA67M727vxBApy>

[Uvy4D69aMmcqHboMOD4gapjBR696V16_V9gcr513HnEnEaAm0mEALw_](#)
[wcB](#)

STEP 3. DO AN ACTIVITY

1. Select a story or video on bullying to help your students understand not only the side of the child who is being bullied but also the bully's intent and actions. Try some roles play in which children draw a picture of what it feels to be mistreated and then have them ask their classmates to try to figure out how what is shown in the drawing feels, so that in the discussion those feelings can be healed. The key issue for the students is to be able to talk about. What does it mean to be treated as I would want to be treated?
2. Discuss the different perspectives that teachers have about families, their backgrounds, and any additional knowledge. Attempt to discuss that the differences in families does not mean differences in their ability to care and ask students what their families mean to them.
3. Identify the strategies that best would operate in your given school, context, socio-economic level, language groups, and ethnic make-up for peer engagement. Consider the positive engagement of peers as friends and discuss when peers help students to learn and when they stand in the way.
4. Help students map out in a paper the diverse peer groups that are present in your school. Identify how peers can be friends or foes, and what are the roles of families in such cases. Focus on what students bring to the table and identify the behaviors that may prevent these students from engaging in learning.

SUGGESTED ADDITIONAL ACTIVITIES

1. Role play cards in which teachers try to enact what it would mean to have civility in the home, in the playground, in the school, on fieldtrips, and with community members.

2. Complete the reflective activity from the first chapter of Gianna Knowles' book and focus on p. 9-10 and replace Great Britain as a country for your own country. Try to answer orally but prepare notes for a final discussion with other teachers. Complete the reflective activity on p. 12-13, then on p. 15-16 as a written set of exercises which can be done using cards.
3. Use notes from their readings to help you first paint a picture of what the chapter entails and then complete each of the ensuing exercises found in the book. Use these reflections by writing them as part of a log that will help you identify future teacher training that may be needed at your school.
4. Have an open group discussion on what is being learned about the families their students belong to, how they differ, and what they need from the school, the administrators, teachers, and staff. Make an action plan on how to include them more in the school.
5. Identify possible workshops that can be carried out which engage parents and children in doing some of the mapping and using cards for answering some of the questions.
6. Enact roles as a teacher and then as a student and explain to your other teachers what this feels like in exchanging roles with students. Try to be the teacher you are, and then exchange with a fellow teacher to be a student. Discuss with the other teacher what it means to be in such roles. What learning comes out of playing different roles?
7. Explain how roles shift in different contexts, teacher talking to parents, teacher teaching students, teacher talking to administrator and the same for students. Ask yourself what will be required of your students to fit in and to be able to participate and engage fully in given situations.

STEP 4. SHARING OF IDEAS

REFLECTIVE PRACTICES FOR TEACHERS

Unload to the forum in Moodle:

1. Write a paragraph of no more than 10 sentences describing what kinds of strategies or mechanisms can be put into practice to help students learn to control their behaviours, before they display their emotions in ways that are not productive.
2. Complete the reflective activity from the first chapter of Gianna Knowles (2013), p. 17 and prepare the same activity for your students, discussing and reflecting on each of the drawings that are created by students, and by teachers.
3. Contextualize the case study to your own school/parent/family situation using the first chapter of Gianna Knowles (2013) exercise on p. 21 and list the social advantages/disadvantages that you can identify. Keep this list to share with other teachers.
4. Gather peer learning activities that are identified and shared by students and attempt to share these with other teachers so that they can develop activities that engage them at their level.

OTHER MATERIALS AND RESOURCES

PROJECT NUMBER – 2016-1-FR01-KA204-023943. IO1 Study: Telling digital stories to fight against early School-Leaving. Tell Your Story Project:

<https://tellyourstorymap.eu/wp-content/uploads/2018/12/tys-io1-report.pdf>

Teaching in a diverse classroom (3:21):

<https://www.youtube.com/watch?v=EKgvN22XICc&list=PLWaUnF8ej6mtyg9VLFuY3stl1kRmwv1Y1>

Javier Diez, Suzanne Gatt and Sandra Racionero (2011), *Placing Immigrant and*

Minority Family and Community Members at the School's Centre: the role of community participation, European Journal of Education, June 2011, Vol. 46, No. 2, Education, poverty, and inclusion (June 2011), pp. 184-196:

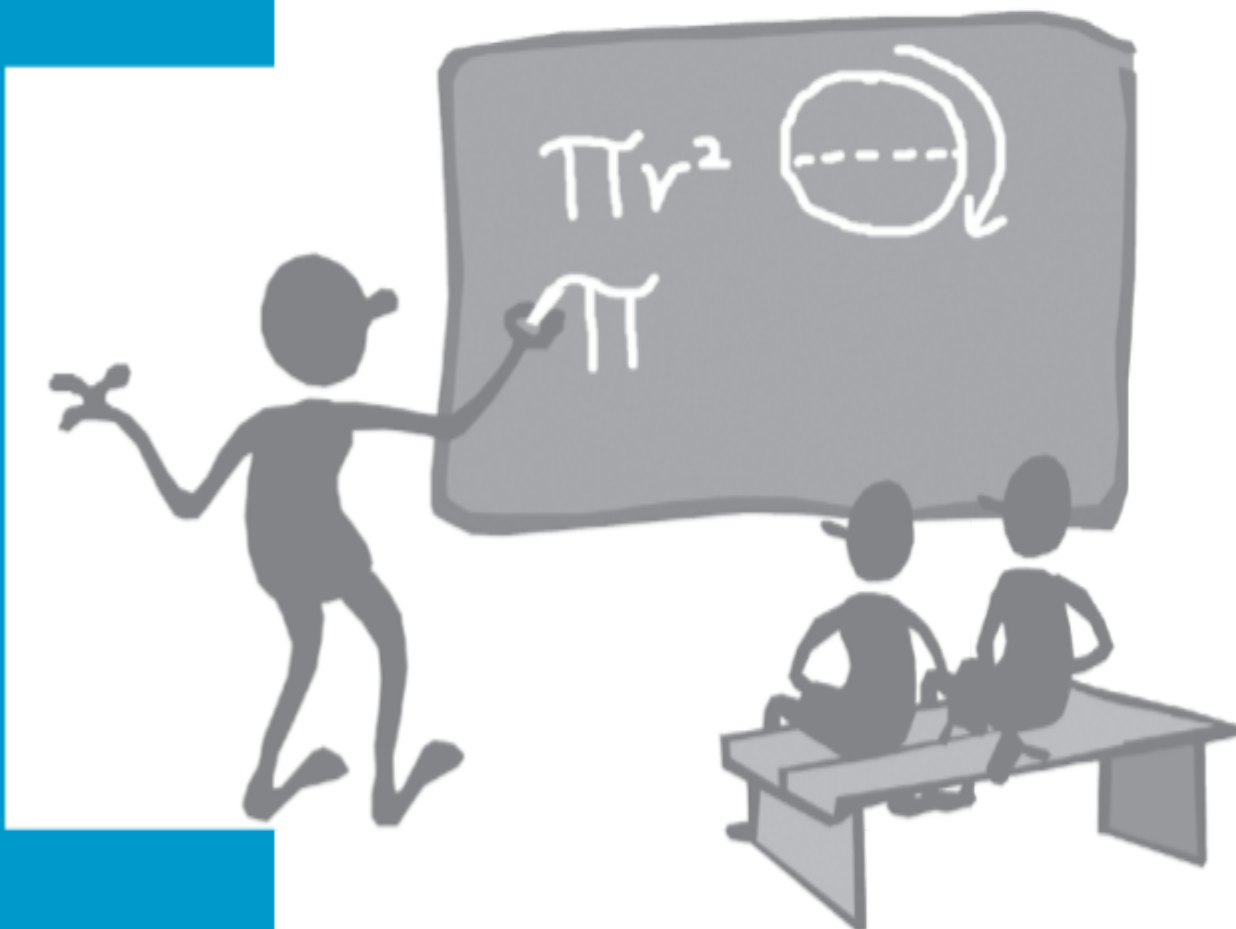
<https://www.eu-jer.com/>

Mark J. Van Ryzin and Cary J. Roseth (2018), *The power of peer influence to address student behavioral problems*. *The Phi Delta Kappan*, Vol. 99, No. 8 (May 2018), pp. 62-66:

<http://kappanonline.org/van-ryzin-roseth-power-peer-influence-address-student-behavioral-problems/>

Unit 4

Innovative teaching methodologies with focus on bullying as a potential cause of school disengagement and ESL.





Unit 4

INNOVATIVE METHODOLOGIES WITH FOCUS ON BULLYING AS A POTENTIAL CAUSE OF SCHOOL DISENGAGEMENT AND EARLY SCHOOL LEAVING

UNIT DESCRIPTION

Decades of research shows that what the teacher does in the classroom can make a significant difference in the educational experiences of school children and the degree to which they are inclined to disengage with the learning process and potentially drop out. The social and emotional environment that teachers create for their students can determine how their students view themselves as learners, and as young people. Especially a teacher's ability to create a positive learning atmosphere in the classroom and the ability to stimulate children to learn, has an impact¹. Creating such an atmosphere is especially a challenge when bullying (in its many forms) takes place².

Many teachers and other school staff respond to bullying in ineffective ways, including ignoring such behaviors altogether or taking steps that are counterproductive. Few teachers and school staff discuss conflict-resolution strategies with their colleagues or with their students³.

This unit is intended for teachers and other school staff, and presents several innovative methodologies, that can be used to address bullying incidents in classrooms and schools. It examines both the level of school policies and classroom activities that allow students and teachers) to address bullying.

Note: Parts of the unit can also be used with students, facilitated by a teacher, school social worker or school psychologist. It is critical throughout that no names of particular students be named for privacy reasons but also for to create a safe space for discussion.

LEARNING OUTCOMES

1. Participants gain insight into various approaches to address bullying in classrooms and schools.
2. Participants gain insight into several cooperative learning methodologies

¹ See for instance: DeWitt, Peter and Sean Slade (2014). School Climate Change: How Do I Build a Positive Environment for Learning. ASCD. Alexandria, VA.

² See for instance: <https://www.apa.org/advocacy/interpersonal-violence/bullying-school-climate>

³ See for instance: Smith P. K., Pepler D., Rigby K. (2004). *Bullying in schools: How successful can interventions be?* Cambridge, UK: Cambridge University Press; De Luca L, Nocentini A, Menesini E. The Teacher's Role in Preventing Bullying. *Front Psychol.* 2019; 10:1830. Published 2019 Aug 14. doi:10.3389/fpsyg.2019.01830

that can be useful at the classroom level.

3. Participants develop a communication and implementation strategy for improvement.

CONTENT

Throughout this unit we will explore the following topics:

1. The dynamics of various types of bullying and how to address bullying
2. A variety of innovative methodologies to create a more inclusive and safe atmosphere in classrooms and schools, and especially to address bullying

METHODOLOGY

Participants will:

- Start by examining several definitions of bullying and inclusive education.
- They will subsequently research what their school is already doing to combat bullying and create a safe learning environment for all. If not working in a school at the moment, they will reflect on what they see as an ideal situation in any future school they would work in.
- Participants will then read several key articles and watch several short videos relating to the potential value of various innovative methodologies. They will reflect on how such methodologies can create a more respectful and inclusive classroom environment.
- Identify 2 videos through online research that they think are especially useful in their own work or their anticipated future work.

STEP 1. PRIOR KNOWLEDGE

What is bullying and what is being done in your school already?

Please answer the following questions to better prepare yourself to delve more deeply into this unit.

Initial questions

There are many different definitions of bullying, and the nature of bullying has changed in recent years due to the growth of social media.

First, for yourself, write down what you think the 5 main characteristics of bullying are. This is your opinion. There is no right or wrong answer.

Next, please examine the following official definitions of bullying (see resources) and especially the official EU definition.

To what extent are your own characteristics contained in these definitions. What do you think you overlooked if anything?

IF YOU ARE WORKING IN A SCHOOL: Step 3: Many schools have anti-bullying strategies/policy/programs in their school. Spend some time finding out what policies your school has in place. Try to answer the following questions if your school has any kind of strategies/policy/programs in place (the answers will be shared on ??):

For those schools with explicit anti-bullying strategies/policy/programs in place

(a) What kinds of positive strategies/policy/programs does the school have in place to promote an inclusive and safe learning environment for all students?

(b) When did the strategies/policy/programs come into existence and what

led them to be instituted? In what way were these strategies/policy/programs implemented (who was involved for instance)? What is the essence of the anti-bullying strategies/policy/programs in your school?

- (c) Do you feel the measures in your school have been effective and why or why not?
- (d) How are these programs/initiatives communicated to the students, school staff and the parents (if at all)? Is this effective in your view?
- (e) What, in your view, needs to be improved in the present anti-bullying strategies/policy/programs?
- (f) What would be needed to make such improvements take place (please be concrete).

Try to write about 1-2 paragraphs for each question.

For those schools without anti-bullying strategies/policy/programs in place

- (a) What kinds of positive strategies/policy/programs does the school have in place to promote an inclusive and safe learning environment for all students?
- (b) Why do you think there is no explicit anti-bullying strategies/policy/program in place in your school?
- (c) Do you think an explicit anti-bullying strategies/policy/program is needed in your school? Why or why not?
- (d) If you **do** feel that an explicit anti-bullying strategies/policy/program, what do you think the first step would be in developing an explicit anti-bullying strategies/policy/program? Who would be involved and in what way, in your view?

If you are not yet working in a school (e.g. pre-service teachers):

Go online for about 1-2 hours and conduct research (in English or another language) on the kinds of school anti-bullying programs that exist (in your own country or other countries). Try to identify 3 different ones. Reflect on the following questions:

- (a) What are the key elements of each of these programs?
- (b) How are they similar and how do they differ?

Your reflections will serve as the basis for the rest of the Unit.

STEP 2. INCORPORATING NEW KNOWLEDGE, SKILLS AND ATTITUDES

INSIGHTS PART 1

Once you have completed Step 1 of this unit, we would like you to engage with several articles, case studies and videos that relate to bullying in schools. We have identified what we consider to be some very useful resources that discuss various aspects of bullying.

These readings and videos look at:

- (a) ‘causes and consequences of bullying’
- (b) ‘types of bullying in classroom and school environments’
- (c) ‘addressing bullying – types of interventions and their consequences’

The following readings and videos will help you prepare the activities that you will find at the end of the unit.

Initial readings

Article entitled: Cyberbullying in School: Prevention and Support.

<https://www.accreditedschoolsonline.org/resources/cyberbullying-prevention-and-support/>

Article entitled: Cyberbullying: What Teachers and Schools Can Do.

<https://www.scholastic.com/teachers/articles/teaching-content/cyberbullying-what-teachers-and-schools-can-do/>

Videos

Video entitled: What is bullying: the basics; 3 min 44 sec.

<https://www.youtube.com/watch?v=eAj2kTQyEGw>

Video entitled: Cyber-bullying Facts – Top 10 Forms of Cyber Bullying; 3 min 30 sec

<https://www.youtube.com/watch?v=0Xo8N9qIJtk>;

It should take you about 90 minutes to read/watch these.

Once you have completed the readings and watched the videos, please answer the following questions.

Was there anything that surprised you in the informational materials? Please explain.

What are the main ways that you think bullying, as described in these materials, might lead to the disengagement of students or School drop-out? Try to list at least 3.

If you were to communicate with fellow teachers about the phenomenon of bullying, what would you like to highlight about solutions to bullying? Also try to list at least 3.

INSIGHTS PART 2

We already looked at school dynamics at the policy level. Of course, what happens in the classroom at a more micro level also matters. There is a large amount of bullying that goes unnoticed or does not get reported by the students. In short, it is invisible. But the impact of various forms of bullying cannot be underestimated.

Having a serious, honest and open conversation with students (and others) about bullying in school is often challenging. Lecturing at students or having them watch a video is rarely effective. For these purposes, more innovative methodologies can offer ways to address bullying issues in more effective and often sustainable ways.

In the next part of this unit, we ask you to examine some materials that talk about the positive impact of several innovative and highly interactive methodologies. There are many such innovative methodologies, but we have focused on several that are fairly well known and fairly easy to implement in classroom settings. You might be familiar with others.

Please read/watch the following (it should take you about 90 minutes to watch and read these very accessible resources:

Articles

Article entitled: 6 ways educators can prevent bullying in schools.

<https://lesley.edu/article/6-ways-educators-can-prevent-bullying-in-schools>

Article entitled: Anti-bullying App – “Bully Box”.

<https://innovationinpolitics.eu/showroom/project/anti-bullying-app-bully-box/>

Videos

Video entitled: A Bully Apologizes to Her Victim 15 Years Later; 5 min 55 sec.

<https://www.youtube.com/watch?v=paJD4r31rB0>

Video entitled: Peer Advocacy: A Unique Bullying Prevention Model; 4 min 32 sec.

<https://www.youtube.com/watch?v=6MX1-6oU1Cc>

Video entitled: Anti-bullying App; 3 min 11 sec.

<https://www.youtube.com/watch?v=Sl4eA3nNT7Y>

STEP 3. DO AN ACTIVITY

An activity with your students in mind.

You have now engaged with several resources. Please go online and try to identify 2 short videos (no longer than 20 min) that you think would be appropriate to use with (high school or older primary school) students to educate them about bullying. These videos can be in English or another language.

STEP 4. SHARING OF IDEAS

Show the two videos to at least one colleague/peer and discuss with this colleague the 2 resources that you just identified. Explain to your colleague/peer why you chose these 2 videos and then discuss how you would present these / discuss these with (high school and older primary school) students. What (innovative) methodology would you use? Can you think of a way (with your colleague) to implement this work (implementation strategy) in your school (or future school)?

OTHER MATERIALS AND RESOURCES

The following activity can serve as a follow up:

Restorative Justice

Background: When bullying takes place there are many ways in which schools and teachers can deal with this. One innovative approach is termed 'Restorative Justice'. Please watch the following videos on Restorative Justice:

Video entitled: Justice Committee: Using Restorative Justice Practices to Resolve Conflicts; 4 min 30 sec.

<https://www.youtube.com/watch?v=zgw7gY9fbz8>

Video entitled: Restorative Practices in Education: 1 min 39 sec.

<https://www.youtube.com/watch?v=Kf22JzXbXEI>

Video entitled: Restorative Approach Example – Primary School; 5 min 7 sec.

<https://www.youtube.com/watch?v=JfiGiA2bpoY>

Questions:

- (A) What is your general impression of these videos and the concept of 'Restorative Justice' presented here?
- (B) Does your school practice such mechanisms of 'Restorative Justice'? And if so, how do they compare to the forms of 'Restorative Justice' presented here?
- (C) What aspects, if any, do you see in these videos that might be useful, and feasible, to implement in your school? Develop a brief outline of the kind of strategy you would use to implement such a change in your school.

RESOURCE 1: EU DEFINITION OF BULLYING:

There is no universal definition of school bullying, but it is widely agreed to be targeted aggressive behaviour, characterised by hostile intent, an imbalance of power and repetition over time. Bullying impacts severely on the victims'

physical and mental health, also having adverse effects on educational outcomes. This can violate the rights of children and young people to a quality education.

Children may often be picked out as targets for bullying as a result of some perceived difference – physical appearance, not conforming to gender norms, race, or nationality.

In addition to "traditional" bullying, cyberbullying is becoming increasingly widespread. Cyberbullying shares characteristics with other forms of bullying but is carried out using electronic means, with bullies typically posting rumours, threats, sexual remarks, personal information or insults on social media. As children and young people are increasingly immersed in the digital world, this type of bullying can have a dramatic impact on self-esteem and has been linked to increasing levels of teenage depression and suicide.

Another important aspect of bullying is that it very often requires an audience – whether real or online. This has two important consequences: firstly, the victim will feel more humiliated and ashamed to have been targeted in front of peers; and secondly, the audience becomes implicated in the act of bullying when doing nothing to stop it.

Source:

https://eacea.ec.europa.eu/national-policies/eurydice/content/focus-can-we-pr-event-bullying-school_en

Appendix

THIS WAY THAT WAY



Course on Prevention of School Early Leaving

http://schoolinclusion.pixel-online.org/training_package.php?tr1=EN&tr2=pre

The course 'Prevention of School Early Leaving' is intended for use by secondary school teachers, to help them to identify which of their students are at risk of early school leaving and to provide them with some useful skills to prevent or reduce the problem.

EQUAP Project - parental participation at school

<https://vbjk.be/en/project/enhancing-quality-through-participation>

The EQUAP project aims at a well thought-out, genuine parent policy in Europe. They strongly believe that this has positive effects on quality. The project explores inspiring practices of parent involvement and collect research on this topic.

European Toolkit for Schools

<https://www.schooleducationgateway.eu/en/pub/resources/toolkitsforschools.htm>

This online resource provides you with a range of materials designed to help teachers and practitioners to combat Early School Leaving.

Resources of School education Gateway

<https://www.schooleducationgateway.eu/en/pub/resources/publications.htm>

From this section it is possible to access to resources available at international level in on the topics related to early school leaving issues. The database includes reports, data, studies regarding school education policies from both European and national levels

The Parents' Briefcase (La Mallette des parents)

<https://mallettedesparents.education.gouv.fr/>

The programme's goal is to strengthen cooperation between schoolteachers and parents. The programme was set up to improve relations between parents and teachers and to help parents understand more about how their child is taught so that they can contribute to their child's success at school.

Fuoriclasse

<https://www.savethechildren.it/cosa-facciamo/progetti/fuoriclasse>

It is an integrated intervention model against early school leaving aimed at students, teachers, and families. It offers activities to support motivation to study and learn, to ensure the full implementation of the right to education, as enshrined in the UN Convention on the Rights of the Child.

Inclusive Schools action plan – InScool

<https://inclusiveschools.net/>

The InScool methodology is designed to flexibly guide schools through the start of a journey towards inclusion, improving personal and academic outcomes for all children and young people by focusing on their access to – and participation in – quality, relevant education.

The CARMA Toolkit: A step-by-step guide for implementing collaborative learning to increase student motivation and participation

<https://carma-project.eu/>

The CARMA Toolkit fosters collaborative learning approaches in schools, based on non-formal learning (NFL) techniques, for learners who have been identified as being at risk of early school leaving and/or low achievement. The Toolkit provides practical resources for classroom practices and to transform school cultures to improve student motivation and participation.

Reducing Early School Leaving in the EU

<https://www.uantwerpen.be/en/projects/resl-eu/>

The RESL.eu project presents a comprehensive, intersectional and gender sensitive approach of the issue of Early School Leaving (ESL) in Europe aiming at in-depth analyses of existing data and the collection of new empirical data in order to innovate educational systems at the European, national and regional level.

Structural Indicators for Inclusive Systems in and around Schools (2017)

https://nesetweb.eu/wp-content/uploads/2019/06/NESETII_Structural_Indicators.pdf

The framework of structural indicators for inclusive systems in and around schools is developed into two tools, one for use by national policy makers and one for use by schools. These tools can be used as verifiable self-assessment approaches, and potentially also for comparative external assessment purposes to support development of inclusive education systems across Europe.

The Integration of the Second Generation project EUMAGINE

<https://web.archive.org/web/20180722190715/http://www.tiesproject.eu/index9ed2.html?lang=en>

The project tackles the broad issue of integration by looking more specifically at the second generation - the children born of immigrant parentage.

The European Network on 'International Migration, Integration and Social Cohesion' (IMISCOE)

<https://www.imiscoe.org>

A EU network of excellence. IMISCOE is Europe's largest network of scholars in migration and integration.

VET toolkit for tackling early leaving

<https://www.cedefop.europa.eu/en/toolkits/vet-toolkit-tackling-early-leaving>

In order to provide practitioners and policy-makers with practical support, Cedefop launched the VET toolkit for tackling early leaving. The toolkit is designed to: help young people at risk of becoming early leavers to remain in education and training and to acquire qualifications; and to help early leavers to reintegrate into education or training and the labour market.

Includer

<https://play.google.com/store/apps/details?id=hu.expanzio.eslplus&hl=en>

Gamification for decision-makers dealing with early school leaving. This is a policy learning mobile application which helps to understand the different reasons and the complex question of leaving school without a qualification. It widens the decision-makers' knowledge and sensitivity towards the risk of early school leaving with the help of gamification.

ESLplus – European Learning Space on Early School Leaving

<http://www.eslplus.eu/>

The European Learning Space on ESL offers a wealth of content and expertise that has been accumulated in early school leaving at the international, national, local, and institutional levels. Visitors can find up-to-date information and resources on ESL. The linked and interactive functions support a deeper understanding of the broader context of the problem.

European Network Against Bullying in Learning resource pack

<https://www.schooleducationgateway.eu/files/esl/uploads/a22026e.pdf>

The ENABLE resource pack contains training material for teachers and youth leaders/peer supporters, lesson plans, activities and resources, campaign ideas for schools, information for parents, and implementation guidelines.

Stay@School - The School Inclusion Project Transfer of Innovation. Educational Products

http://stayatschool.pixel-online.org/info/EDP_index.php

The project Stay @ school developed several tools to help teachers assess the risk of school dropout, including questionnaires for students, teachers, and parents. Guidance on how to identify and monitor early leavers or those at risk of early leaving. For teachers: to help identify and prevent those behaviours and situations that may lead to early school leaving. For students: raise awareness on the issue of early school leaving.

CroCooS – Prevent dropout!

<http://oktataskepzes.tka.hu/en/crocoos>

CroCooS – Prevent dropout! project identified elements of a comprehensive institutional early warning system (EWS) and tested its applicability in national context. The CroCooS Knowledge Center is a complex system linking closely the Resource Pool with a huge

theoretical background, the CroCooS Toolkit with several tools could be used in the school to prevent dropout and the Guidelines to support the effective usage of the Toolkit with thematic tags.

Tackling early school leaving: A collection of innovative and inspiring resources

<https://www.schooleducationgateway.eu/en/pub/resources/publications/-tackling-early-school-leaving.htm>

This “Tackling Early School Leaving” publication presents a selection of products developed within projects funded under Erasmus+ and its predecessor, the Lifelong Learning Programme, in the field of school education, vocational education and training (VET) and adult learning.

