

PROMOTING INCLUSION TO COMBAT EARLY SCHOOL LEAVING PICESL



Summary of newsletter

- Training in Porto
- Interviews from the training
- Videos from the training
- Articles from the training
- Article on school dropout in the pandemic
- Introduction to our online and paper course

There were two articles published about the training: [This first one in Portuguese](#) [And this second one in Spanish](#)

Update of the project from our director :

Training in Porto

The learning activity of the Erasmus+ project Promoting Inclusion to Combat Early School Leaving (PICESL) (2019-1-ES01-KA201-065362) was successfully celebrated in Porto (8th-10th November 2022). Participants from Italy, Greece, Spain, Portugal, Croatia, and The Netherlands were enthusiastic and actively involved in all the activities. Their assessment of the program has been incredibly high. They value the opportunity to exchange good practices and measures in their day-to-day practices at schools. You can learn more of their experiences here: <https://www.facebook.com/PICESLPROJECT>

As a project coordinator I am quite grateful that we were able to celebrate this face-to-face event since we are still struggling with Covid-19, and we were not very sure of it. Finally, the training took place, and the participants celebrated the “flesh” exchange after the Moodle course they took for one and a half month. - *Rosa Rodríguez-izquierdo*

[If you click here](#), you can see all the videos recorded during the training and published on our Facebook page during the last weeks.



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Early leavers from Education and training but what are the numbers and how has the pandemic affected this?

Early leavers from education and training may face considerable difficulties in the labour market: for example, they can find it difficult to obtain a secure foothold as employers may be more reluctant to take them on with their limited education. The past strategic framework for European cooperation in education and training (known as ET 2020) adopted a benchmark to be achieved by 2020, namely, that the share of early leavers from education and training in the EU should be not more than 10 %. With 9.9 %, this target was just met in 2020.

Many teachers and student teachers involved in our project have been asking how experiences of others have been during the pandemic, not just in terms of school leaving but also general motivation and engagement of students but also teachers. For countries with significant closures and also continuously new regulations, anecdotes show that engagement has been difficult and if we look at a continuum of engaged to out of school, this could present further challenges as we move on. [Here](#) UNESCO summarises issues related to impact on student motivation and numbers in and still out of school throughout the pandemic noting that 'Prolonged and repeated class and school closures during the past two academic years have resulted in learning losses and increased drop-out rates, impacting the most vulnerable students disproportionately.'



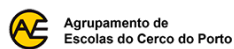
[Interview with Iciar Doncel](#), a course participant

What is your background and how did you get involved in the project?

Hi! My name is Iciar Doncel Ruiz and nowadays I'm a fourth year student of joint degree of Social Work and Social Education in Pablo de Olavide University. This project was offered by my university and I had been interested in it because I'm doing the curricular practices in highschool in Seville where there are high dropout rates and I think this will be an experience that can give me the keys to deal with it.

How was your experience of the online course and the in person training?

My global experience about the project is great. The online course has been very interesting but if I compare it with the person training I can notice a big difference. In the last part of the project where we have been in Porto, at the same time we were learning, we were sharing a lot of strategies and point of views that give us the opportunity to open our minds and be more prepared to face these problems.



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Also, my partners of the project were excellent professionals who had many experiences behind his back, being this a quality that greatly enriched the exchange.

Did you find a favourite topic and why?

My favourite topic was the last of them, bullying. This is a theme that despite our previous knowledge, there are a lot of resources we don't know (for example, all the types of bullying that there are and some resources to deal with them). At the same time, in the face to face part of the project, we have been working with a lot of dynamics that give us tools and at the same time we have done role-playing that gives us the possibility of empathizing with the kids who suffer this problem.

Can you see yourself using any new practices or changing anything?

Yes of course! All the games that we had done and the ones I hear will be in my "toolbox". In our work field, we will be always open to innovation and searching for new methods that can be more effective and close with the students.

Did anything surprise you about the topics or participants?

One of the facts that have been more impressive was that in all the countries that we are there, we have the same problems with early school leaving and our students claim the same needs.



[Interview with David Crespo Durán, a course participant](#)

What is your background and how did you get involved in the project?

My name is David Crespo Durán and I have taken part in the PICESL project. I am studying a joint degree in social work and social education, and I have taken part in an Erasmus+ project in Craiova called "School 4 future" and its main theme was about preventing students to drop out school.

How was your experience of the online course and the in person training?

On the one hand, in the online part I have learnt a lot of things about early school leaving, like the diversity of students and families, the damage that might have bullying and cyberbullying in children and how teachers should adapt their lessons to different kind of students, among others.

On the other hand, in the person training I have met different point of views of the theme, problems about early school leaving in other countries and the strategies of these countries to prevent it.

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Did you find a favourite topic and why?

What I like the most was when we talked about bullying and cyberbullying because I have realised that some children do not realise the damage they do to the ones they attack. Besides, we should take care of the victim, but it is indispensable to look after the responsible because at the end of the day they are just children who probably have some problems at their homes.

Can you see yourself using any new practices or changing anything?

When I start working, I think that I might use some strategies that I learnt in the course. Moreover, this experience has made me be more see that we have a lot of work to do and we have to keep on trying harder in order reduce to the minimum the percentage of early school leaving.

Did anything surprise you about the topics or participants?

What surprises me the most is that in every country boys are more likely to abandon school than girls and there are higher percentage of early school leaving in the regions of the south.

Take our course online or in paper format - Intellectual Output 2 is released!

We are thrilled to present a link to the paper and online version of our 'COURSE TO PREVENT EARLY SCHOOL LEAVING IN MULTICULTURAL EDUCATIONAL SETTINGS IN EUROPE' and also ask everyone to 'watch this space' as we negotiate uploading it to 3 new platforms...

Wanting to read through or work through our course with pen and paper?

Check it out here? https://www.upo.es/picesl/wp-content/uploads/2022/01/IO2_PICESL_v290.pdf

Wanting to take it online?

Check it out here:

<https://apc.esepf.pt/course/view.php?id=26>

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Co-funded by the
Erasmus+ Programme
of the European Union

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