



FOSTERING DIVERSITY IN PRIMARY TO
SECONDARY SCHOOL TRANSITION TO
PREVENT EARLY SCHOOL LEAVING

THE TRANSITION FROM PRIMARY
TO SECONDARY EDUCATION
TO PREVENT EARLY SCHOOL LEAVING
FROM A DIVERSITY PERSPECTIVE

CONTEXT, INTERVIEWS & GOOD PRACTICES

REPORT
SEPTEMBER 2020
SPAIN | ITALY | PORTUGAL



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CESIE | ITALY

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AGRUPAMENTO DE ESCOLAS DO BARREIRO | PORTUGAL



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“It is time we stop asking why children are failing in school and start questioning why our schools are failing our children.”

(González-Pineda & Núñez, 2002)

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1. Introduction

"DREAMS: Fostering Diversity in Primary to Secondary School Transition to Prevent Early School Leaving" is a 24 month strategic partnership composed of 3 schools and 2 non-profit organizations that work in tackling early school leaving (ESL), particularly in contexts with strong presence of cultural diversity. The project is being implemented in Spain, Italy and Portugal, although we hope the developed materials can be used by many schools throughout the European territory.

The main aim of the DREAMS Project is to prevent ESL by supporting students, teachers, families and school community in assuring a smooth Primary to Secondary School transition with inclusion of all forms of diversity.

This report was developed during the first year of the DREAMS project. It will guide the reader through concepts and links between Primary to Secondary transition and ESL, as well as through a deeper understanding of early ESL risk factors such as the gender and minority gaps. In order to do so, the report presents three main sections:

- A first section with basic research for each country, and with a contextualization for partner schools;
- A second section with interviews to the school community (students, school staff and parents) including three videos summarizing the interviews;
- A third section with 13 good practices in Primary to Secondary school transitions and/or ESL prevention during initial Secondary stages.

We hope the reader finds this report useful in order to further understand and contextualize Primary to Secondary school transitioning and its relevance to prevent ESL.

2. Primary to Secondary School Transition and ESL

2.1. General Overview

Transition from primary to secondary education is an important stage for a child, since it defines a transcendental change in the life of students: they find themselves in a process of change, adaptation and adjustment both in their relationship towards the education system as well as towards their development and entrance into teenagerhood (Ruiz, Castro & Leon, 2010).

The lack of adequate tools and guidance within the school community to facilitate this transition can result in an increased chance of Early School Leaving (ESL). The Final Report of the Thematic Working Group on Early School Leaving of the European Commission of 2013 indicated as a preventive policy measure to reduce ESL “the smooth transition between different levels of education” (European Commission: Reducing early school leaving: Key messages and policy support. Final Report, p29):

“Transition between educational levels remains difficult for some/too many children; there is no policy on providing specific support to smoothen transition. Measures at system level have been taken or are under development to ease transition between educational levels. This concerns closer cooperation between primary and secondary schools especially.”

A 2015 UNICEF report indicates the need for quality transition, “emphasizing that a smooth adaptation to secondary education will improve the student’s secondary education performance, increase his/her possibility of completing secondary education, and shape the perception of education in a positive way.” (Education Reform Initiative & UNICEF, 2015)

As the table below shows, the school enrolment rate decreases slightly in the transition from primary to secondary in all partner countries and decreases between 13% and 22% for the ages between 15 and 19 years old. Between 18 and 24 years old, there is a substantial ESTL percentage, particularly in Spain and Italy,

with a clear gender and origin gap where male and foreign students are more likely to become EST leavers.

Partner Country	Primary*	Secondary*	Early School and Training Leaving (ESTL). Ages 18-24			
			MALE **	FEMALE **	TOTAL **	FOREIGN BORN **
Spain	99,7	95,6	22,0	15,0	18,3	33,3
Italy	96,4	91,3	16,0	11,0	14,0	31,3
Portugal	100%***		15,0	10,0	12,6	NA

Source: *UNESCO-UIS (2012, 2016); **Eurostat (2017) ; ***Enrollment rate for 5-14 years old (all levels) OCDE 2014

Although the transition from primary to secondary is not the only cause for ESTL, it is an important prevention stage to this problem which posts significant social and economic consequences. At this stage, ESL risk factors are already visible and can be identified with proper protocols. Most importantly, at the primary education stage, due to the high enrolment rate, it is possible to reach out to almost all individuals to prepare them for the change, adaptation and adjustment both in their relationship towards the education system as well as towards their development and entrance into teenagehood, and address risk factors with an early prevention focus.

In almost all European education systems, according to the Eurodyce 2012 report, there is a tendency to increase the number of years of mandatory education in an attempt to reduce the rate of ESL. Currently, mandatory education is 10 years in Spain, and Italy (from 6-16 years old) and 9 years in Portugal (from 6-15 years old).

During these years, there are three different cycle models in which mandatory education is organized:

1. The first type is based on a single school model. All the mandatory education years happen in a single school. In this model, students do not have to change schools from one cycle to the next. This model is applied in countries such as Sweden, Finland, Denmark and Slovakia.
2. The second type is based on a split school model. The different cycles which compose mandatory education happen at different schools. In this model

students normally must change schools from one cycle to the next. This format is applied in countries such as Spain, Italy and Portugal.

3. The third model is based on branch-linked cycles, and is applied in countries such as Germany, Austria and Switzerland.

The second model, which is applied in all DREAMS partner countries, receives the most criticism, since research shows that differences in achievement among students by the end of Primary School increase in Secondary School under this system. The transition implies not only a change of school, but also of classmates, teachers, teaching methodologies, atmosphere, among other factors which linked to the changes of teenagerhood make this transition particularly difficult, especially for those students who are already struggling at the end of Primary School.

When determining equal opportunity and access to education, the CEPAL (European Commission for Latin America and the Caribbean) distinguishes the following categories:

- Pre-system equality: system capacity to absorb the educational demand taking into account diversity in cultural, socio-economic, personal or any other factor.
- Intra-system equality: system capacity to address the educational needs of all children taking into account diversity in cultural, socio-economic, personal or any other factor.
- Post-system equality: system capacity to make sure all students who have finished mandatory education have an equal opportunity to be part of society independently of factors concerning cultural, socio-economic, personal or any other type of diversity.

Despite the efforts in the EU to assure pre, intra and post system equality, there is still a long road ahead, particularly in intra and post-system equality, as the figures of ESL show. Many partner countries are still far behind in the 2020 ESL objective of 10%. The rate of ESL is especially worrying among male students and students from foreign backgrounds. This shows that a diversity-based approach has to be introduced in order to assure intra-system equality.

2.2. The transition and ESL in Spain

2.2.1. Early School Leaving and the Transition

Early School Leaving along with school achievement are one of the greatest problems of the Spanish education system. In Spain, despite the advances and improvements, there is still a long way to go in order to achieve the 2020 Strategy set by the EU. The education system in Spain is characterized by a high repetition rate throughout the system, and low graduation rate from Secondary Education. This means that many students go through Secondary School at a later age than expected and hence are more likely to drop-out.

In 2013, the Secondary School graduation rate was 75.4% (80.6% for women and 70.5% for men) according to 2015 data from the Spanish Evaluation Institute. The rate of suitability - that is students who are passing the grade which corresponds to their age - for that school year was 93.6% at 8 years old, 89.4% at 10 years old, 84.4% at 12 years old, 70.6% at 14 years old, and as low as 62,5% at 15 years old. This evolution shows that school failure begins in Spain at a very young age and drags on and gets worse as the students grow up.

From a gender perspective, and in general the repetition rate is alarming, tripling in one year from Primary to Secondary, according to 2015 data from the Spanish Evaluation Institute for the 2012-2013 school year:

Repetition Rate	2° Primary	4° Primary	6° Primary	1° Secondary	2° Secondary	3° Secondary	4° Secondary
Male	5,3	4,5	5,2	15,0	13,2	13,2	11,6
Female	4,1	3,5	3,7	10,6	10,1	10,7	8,6
Total	4,7	4,0	4,5	13,0	11,7	12,0	10,0

As seen in the table, the gender gap begins at a very early age, and worsens as the students grow, being the most significant change the one from Primary to Secondary education.

In Spain, a study conducted with 853 seventh graders indicated that 50% considered the transition from sixth grade to be very rough. They experimented feelings of difficulty to adapt to the new curricula and to their new relational environment, as

well as difficulty with dealing with the loss of friends and a familiar context. An interview to a similar number of sixth graders pointed out that their main worries about the transition to secondary school were academic difficulties (11%), possibility of school failure and grade repetition (13%), and being objects of violence (10,7%). When asked about their expectations, sixth graders expected secondary school to be difficult (21%), cool (13%), and violent (10%). These perceptions are closely tied to the academic performance: a study of 2005 indicated that in sixth grade 93% of students pass, and mostly do it with high grades. However, in seventh grade the percentage of passing students drops to 73%. (Ruiz, Castro & León, 2010)

2.2.2. The transition in the Spanish curricula and research

The Spanish education system is coordinated at two levels: at the national level and at the regional level. Each autonomous community has the competences for the application of the legal dispositions in matters of education. While in the autonomous community of Valencia there is a specific law which regulates the transition between Primary and Secondary school, in Catalunya there are no concrete measures in this sense. The Catalan law which regulates Primary and Secondary education does mention the need for an adequate transition and a proper coordination between phases, although no specific measures are given. This means that each school decides whether or not they want to implement specific measures as well as the extent of these measures. There is also a lack of coherence between the teachers of Primary and of Secondary education when it comes to the transition and tackling the decrease in student achievement after the change. While Primary teachers complain that students do not get the required attention once they begin Secondary school, the teachers in Secondary school complain that students do not arrive to the school adequately prepared. Hence, neither group faces their responsibility in coordinating that facilitates the transition for the student (Herrero Martinez, 2012).

Although there has not been thorough and in-depth research coordinated at state and regional level in relation the particularities of the transition from Primary to Secondary education in Spain, there have been some initiatives in this sense. Amongst these we highlight the articles related to the transition from Primary to Secondary School by Gimeno (1996), Valls (2003), Asensio (2010) where the different phases of the transition are conceptualized and a set of measures are recommended, as well as the study "Coordination between Primary and Secondary School, Watch the Step!" by San Fabián (2010) where coordination measures are provided. We can also highlight the study undertaken in Catalunya in 1999 by Darder as well as the more recent study by Martinez & Pinya (2015) which compares the

transition from Primary to Secondary in integrated Catalan schools which hold Primary and Secondary education in the same center, to non-integrated schools. Despite the fact that transition was less traumatic in integrated centers, there were still problematic factors in relation to content coordination, methodology, evaluation, and relation among students and families.

Other studies that have explored the transition are the doctoral thesis by Rodriguez Montoya (2016) and the master's thesis by Herrero (2012) and Fernando (2014), as well as the Transition Plans developed by different schools such as the transition plan coordinated by four Primary schools and one Secondary school in Valencia (IES Santa Pola, CEIP Virgen del Loreto, CEIP José Garnero, CEIP Hispanidad, CEIP Ramón Cuesta, no date) and the Transition Plan for the Colegio Salesiano San Juan Bosco (no date).

2.2.3. Diversity, gender and minorities within the research

When analyzed from a diversity perspective, we find that the current research has been undertaken from and for middle class, gender-normative families from mostly Spanish origin. Although attention to diversity is mentioned in some cases, this is still applied to “tackle” cases that are out of the ordinary instead of understanding diversity as the basis for an inclusive education. The measures which are suggested to handle diversity within the transition are mostly case-to-case contention measures, rather than from an inclusive preventive stance that places diversity as an asset. This is shown for example by the fact that only students who have been identified previously as “special needs” get specific, diversity-based individual support during the transition.

2.2.4. Measures suggested in the existing research

The literature identifies four different stages in the transition: pre-transition, change, settlement, and adaptation. There is consensus that more research needs to be undertaken in relation the transition between Primary and Secondary due to the importance this stage has in preventing ESL. There is also consensus that schools are not addressing this matter with the consistency required and according to the specific realities of the center. More proposals and policy which address this matter taking into account the gender and minority ESL gap which clearly increases during this stage are needed. Given the current research, a set of general measures are suggested by most authors:

- Meetings amongst heads of the Primary and Secondary schools.

- Information conferences for parents.
- Open doors at the Secondary School for Primary students and their families.
- Activities and workshops for students during their tutoring hours.
- Booklets for parents with information about the transition.
- Reports from the Primary teachers to the Secondary teachers for each student.
- Celebrate an “Integration Day” for the newcomers in the Secondary school.
- Individual interviews with parents, teachers, tutors and counselors.
- Give evaluation tests to students along the transition period to monitor their evolution.
- Organize extracurricular activities with different grades to favor inclusion and transition (school trips, sports days, etc.) during the first months.
- Create, implement, monitor and evaluate a Transition Plan adapted to the reality of each school and in coordination between the Primary and Secondary centers.

2.2.5. Transition and ESL in Escola L’Esperança

In Escola L’Esperança there are a number of measures in place to address transition:

- During the last trimester, the head of studies of Secondary School goes to 6th of Primary to present the next stage to the students.
- On the “Día de las familias” the students of last year Secondary do a symbolic gesture of passing of cycle with 6th graders.
- The first week of July, the school meets with the students that are coming from other Primary schools and that will start Secondary in L’Esperança.
- The first week of September, there is a staff meeting to pass on information about students.
- There is a meeting with families before school starts.

Despite the measures in place, there are groups of students that are more vulnerable to the changes derived from the transition. Concretely, the change affects more students that are at risk of social exclusion or who have special needs or already show difficulties to relate to peers and teachers in their behaviours. These students suffer the transition the most, since in Primary school they are tutored all the time by a single teacher, while in Secondary they have a different teacher every hour, making it difficult to have a follow-through of their needs to be able to address ESL risk factors in time. Many cases of ESL can already be predicted in Primary School.

Transition needs to be worked more deeply in order to decrease the negative effect it has on students both on their academic achievement which shows drops from Primary to Secondary, as well as on increased ESL risk factors, many of which already start to show in last year Primary. In the case of Escola L'Esperança, many of the students arrive at the age of 3 and leave at the age of 18. The fact that many students continue all their schooling in the same center facilitates being able to accompany the student, especially because teachers and school staff really get to know the students and the families. Despite this, however, every year we have cases of ESL, and particularly with students that come from other Primary schools the transition is quite challenging and complicated.

School staff has identified a set of needs that would be useful to keep improving the measure to assure a smooth transition with ESL early preventive focus. Particularly, teachers need resources, activities, dynamics and trainings that:

- Allow them to generate group dynamics with students in order to increase their motivation to come to school and to improve their peer relationships during this stage, to generate drive among students to learn and to relate to each other in a supportive way.
- Allow them to work with students and families that have special needs and/or are at risk of social exclusion to be able to better address the transition stage.
- Develop the necessary tools particularly for those students who are coming from other Primary Schools.

2.3. The Transition and ESL in Italy

2.3.1. Existing research on primary to secondary education transition in the country

In Italy, as in most other European countries, the transition from primary to secondary education takes place at the age of 11 and 12 (NFER, 2013). Primary school (elementary school) starts at the age of 6 and lasts 5 years. Children then move on to the first stage of secondary school, which is called "lower secondary school" and lasts 3 years. Both primary and lower secondary school are free for everyone (minor immigrants in Italy have exactly the same rights in education as Italian citizens) and are considered compulsory (parents or legal guardians are responsible before the law for making sure that their children fulfill this obligation of mandatory education). Thus, the transition from primary to secondary (middle)

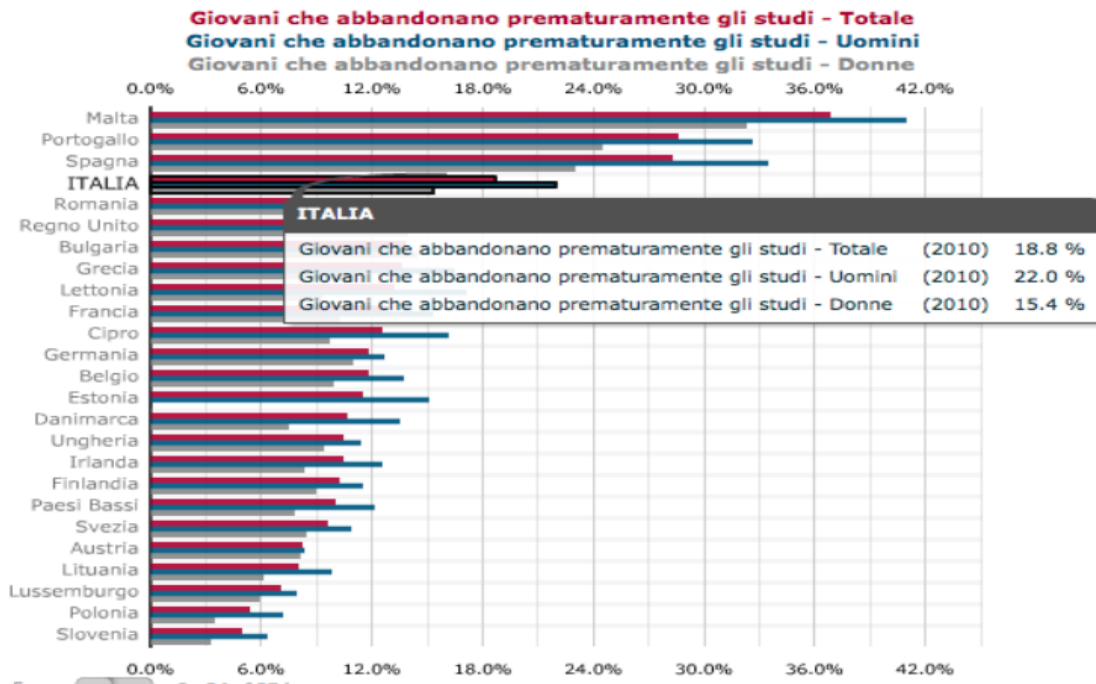
school is automatic (Provincia di Prato, 2008).

At the end of the lower secondary school, however, the student must take a State exam to graduate and pass to the next level of secondary education, which is called upper secondary school and can last up to 5 years. In this stage, students are expected to choose between different types of schools (vocational schools, polytechnic schools, high schools, artistic high schools, art institutions, etc.) for which there is usually also an enrolment fee (Provincia di Prato, 2008). According to Barban & White (2011), choosing an upper secondary school represents an important step in the lives of students in Italy, while also marks the timepoint when most of them decide to drop out of school, having reached the statutory school leaving age. Probably this is the reason why much research on early school leaving (ESL) is focused on the transition from lower to upper secondary education rather than on the transition from primary to lower secondary school.

Italian school participation overall rate (78,6%) is below the EU average, although the percentage of students continuing formal education beyond statutory school leaving age (which was raised to 16 years old in 2006) has been constantly increasing. In 2010, Italy failed the “Lisbon Strategy” goal of reducing the school drop-out rate to 10%, while in 2011 about 18% of the young people aged 18-25 dropped out after lower secondary school. The EU-27 average school drop-out rate was 13,5% in that year, and Italy gained the fourth worst position in Europe (ISTAT, 2013).

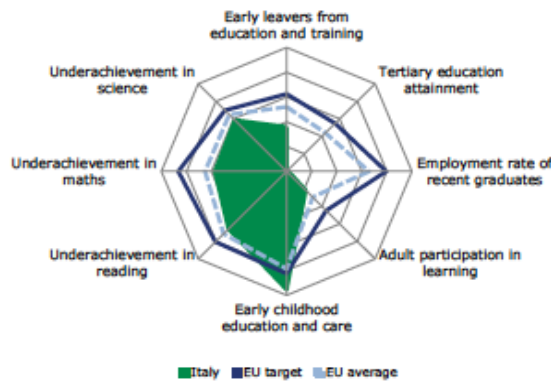
The early school leaving rate has been decreasing in the last decade (15% in 2014 compared to the EU average of 11.1%). However, it still remains above the EU average and the economic crisis also contributed to the increase of “NEET” (Not in Education, Employment or Training) rates: 22,7% of the Italian population between 15-29 years old does not work and does not study. Regional differences in drop-out rates are rather severe: in regions such as Sicily and Sardinia (25 and 25,1% respectively) they are much higher compared to other regions, such as Umbria and Emilia-Romagna (11,6% and 13,9% respectively). ESL is also associated to citizenship, gender, school performance, family status and age (ISTAT, 2013).

Specific research about early school leaving as affected by the transition from primary to lower secondary education in Italy is missing.



Source: Tola, E. (2012). *I numeri della scuola - la popolazione scolastica italiana*. Retrieved from: <http://datablog.ahref.eu/it/ahref-log/opendata/i-numeri-della-scuola-2-2013-la-popolazione-scolastica-italiana.html>. Description: in red, the total percentage of school drop-outs, in blue the drop-out for boys, in grey the drop-out rate for girls.

Position in relation to highest (outer ring) and lowest performers (centre)



Source: Directorate-General of Education and Culture (2015). *Education and Training Monitor 2015 - Italy*. Retrieved from: http://ec.europa.eu/dgs/education_culture/repository/education/tools/docs/2015/monitor2015-italy_en.pdf

2.3.2. ESL and the gender gap

Early school leaving seems to be a gendered phenomenon in Italy, as also in Europe. In 2011, the 20,6% of the 18-24-year-old boys were early school leavers, against the 14,9% of the girls. This significant gender gap is gradually reduced but still obvious, as in 2014 for example the above ESL rates were transformed into 17.7% and 12.2% respectively (DG EAC, 2015).

In 2010 the ISTAT Report sketched the early school leavers' profile (ISTAT, 2011):

- more than half of them are males (6 out of 10)
- only half of them work
- most of them are migrants (43,8% of the young migrants leave school early)

Although we did not encounter much research on the gender effects and the reasoning behind it, Borgna & Struffolino (2014) argue that the reasons why girls leave school early are different than those of their male counterparts, while also the mechanisms and "push and pull" factors which mediate their decisions are differentiated between the 2 genders.

		Italy		EU average	
		2011	2014	2011	2014
Education attainment levels of young people across Europe					
Early leavers from education and training (age 18-24)	Men	20.6%	17.7%	15.2%	12.7%
	Women	14.9%	12.2%	11.5%	9.5%
	Total	17.8%	15.0%	13.4%	11.1%

Source: Directorate-General of Education and Culture (2015). *Education and Training Monitor 2015 - Italy*. Retrieved from:

http://ec.europa.eu/dgs/education_culture/repository/education/tools/docs/2015/monitor2015-italy_en.pdf

2.3.3. ESL and the gap of migrants and/or minorities

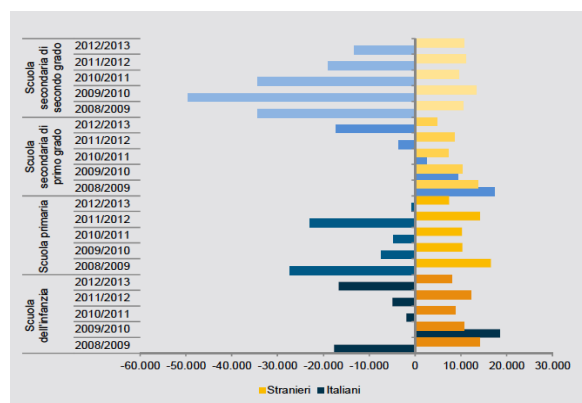
The annual report on the multicultural school, elaborated by the Ministry of Education and the Foundation ISMU on the data of the school year 2014/2015, highlights two main aspects of the new Italian school population: in the Italian classes there are more and more students who do not have Italian citizenship, but are born in Italy and integrated in the Italian society. The number of those students has doubled since 2007/08 and today corresponds to approximately 55.3% of the total school population (Italian Ministry of Education and Fondazione ISMU, 2015).

According to data from the Italian Ministry of Education, foreign students are more vulnerable than Italians concerning education matters, which means that they have more chances to achieve lower school grades and levels of school attainment (Italian Ministry of Education, 2009). Although there is a substantial performance gap between Italian students and first-generation immigrants, this gap seems to shrink when it comes to second-generation immigrants (OECD, 2013). Integration of students with migrant backgrounds is gradually turning into a priority for the Italian State (Italian Ministry of Education and Fondazione ISMU, 2015).

Although there are some encouraging data on the decrease of foreign students who have poor school performance (from 40.7% in 2010/11 the percentage shrank to 34.4% in 2014/15), this phenomenon still remains well-seen, as about half of the 14-

year-olds, 62.7% of the 15-year-olds and two thirds of the older non-Italians have to repeat one or more years. This gap between Italians and foreigners is even higher in the secondary school, and especially in the South of Italy and the islands. Immigrants' children are more likely to have lower outcomes on the lower secondary school exam and subsequently to continue in vocational and polytechnic schools, rather than in high schools, (ISTAT, 2011) in case they do not drop out before the second level of upper secondary education. The family's human capital and other socio-economic factors seem to determine immigrant students' proneness to follow a vocational path (DG EAC, 2015).

Although the early school leaving rate has been decreasing since 2008, it remains well above the EU average (15% in 2014 compared to the EU average of 11.1%), especially among non-native students (32.6% in 2014 compared to the EU average of 20.1%) and in southern areas (DG EAC, 2015). As mentioned above, 43,8% of the migrant population aged 18-24 in 2010 were early school leavers. More than ever before, nowadays the Italian school is trying to become "multicultural", not only in terms of the children's nationality, but also in terms of educational provision and teaching strategies, which are gradually being adapted to the new students.



Source: ISTAT (2014). *Annuario Statistico Italiano: Istruzione e Formazione*. Retrieved from: <http://www.edscuola.eu/wordpress/wp-content/uploads/2014/12/C07.pdf>

2.3.4. Existing measures applied to facilitate a smooth transition in the country as indicated by national curricula and/or other official documents

According to (DG EAC, 2015) the Italian education system has improved over the last years: a school evaluation system is introduced, basic skills attainment is improving and the early school leaving rate is decreasing. In 2014, Italy achieved the largest decrease in the ESL rate in the European Union and has now reached its Europe 2020 national target of 16%. Participation in early childhood education - which is

considered helpful in the prevention of early school leaving in a later stage - is close to 100%.

Reducing ESL rate remains a national priority, though. The 2015 “Stability Law” in combination with the “National System for Evaluation of schools” introduced in 2014/15 and the ongoing “School Reform” are the main national legislations towards that direction. More specifically, the “Stability Law” predicted a special funding for the implementation of the “School Reform” in 2015 and 2016, while the “National System for Evaluation of schools” ensures the active involvement of all stakeholders in the ongoing reform process. Finally, it is remarkable that Italy decided to dedicate a substantial part of its European Social Fund budget for the 2014-20 period (around EUR 780 millions) to the reduction of early school leaving and to the promotion of access to quality education. (DG EAC, 2015)

On a national level, the “School Reform” is the main official document including measures for the modernisation of formal education and for the reduction of ESL. Yet, because of the great regional differences in the ESL levels, specific policies and actions regarding early school leaving are decided and implemented at a local level. The Bologna Province, for example, created in 2009 an inter-institutional group of various stakeholders (local administrators, employment officers, social and health workers, teachers and third sector representatives) to fight school failure and ESL. This inter-disciplinary group oversaw the strategic planning and the distribution of specific guidelines for the reduction early school leaving at the local level (Provincia di Bologna, 2009).

2.3.5. The transition and ESL in Istituto Comprensivo Statale Cassarà – Guida

2.3.5.1. General statistics and/or information about early school leaving

Although the ESL is steadily decreasing in Italy (7.4 percentage points from 2005 to 2015), the phenomenon is still quite common: in 2015, 14.7% of youngsters under 25 left before graduating from high school and without following another training. In the European context, Italy is the 5th country with the highest rates of ESL (behind Spain, Malta, Romania & Turkey).

The project partner school Istituto Comprensivo Statale Cassarà – Guida is included in district n. 7, in the province of Palermo. In this area there is a range between 0% e 18% of students that do not attend schools regularly or drop out. Usually students that in primary school had problems because of a high number of absences are more at risk in secondary schools. In the mentioned area, the higher number of

drop-out students in secondary schools are in vocational schools, then in technical high schools, and then in scientific and classical high schools. The index of drop out students at “Cassarà-Guida” school is 3,36% and the total number is about 1000 students.

The reasons of early school leaving risks are different: some are disadvantaged students coming from non-EU or foreign countries, some belong to low-class families and have cultural and economic problems, some are pupils with legal or social problems who live in communities under the responsibility of judges and social workers.

2.3.5.2. *Characteristics of the transition from primary to secondary school*

In Italy, as in most other European countries, the transition from primary to secondary education takes place at the age of 11 and 12 (NFER, 2013). Primary school (elementary school) starts at the age of 6 and lasts 5 years. Children then move on to the first stage of secondary school, which is called “lower secondary school” and lasts 3 years. Both primary and lower secondary school are free for everyone (minor immigrants in Italy have exactly the same rights in education as Italian citizens) and are considered compulsory (parents or legal guardians are responsible before the law for making sure that their children fulfil this obligation of mandatory education). Thus, the transition from primary to secondary (middle) school is automatic (Provincia di Prato, 2008).

In the project partner school Istituto Comprensivo Statale Cassarà – Guida system, families and students at the age of 13-14 leave the lower secondary school and move to upper secondary schools that offer different curricula. Upper secondary school lasts five years but education is compulsory only till the age of 16.

During the last year of lower secondary school (that is the last year of lower secondary school) teachers have to plan activities to support students and families in choosing their upper secondary school. Generally, they plan meetings with teachers from different secondary school who presents their curricula, labs, special activities and courses.

The most vulnerable students are the newcomers, students that during the previous school years had an irregular attendance, students facing social economic difficulties, the ones who had low marks and behavioural problems. Students with disability sometimes are also more vulnerable because they do not find the same “climate”, the same kind of relationships with teachers and classmates. In Italian

project partner school, they devote the first term of school at activities to help students in their choice: Readings, questionnaires, tests, meetings with Secondary school teachers and students. Sometimes (it depends on the Secondary school) the school offers the opportunity to attend a short lesson about new subjects. The team of teachers of the class gives to the parents a document that describes attitudes, strong and weak points and school experiences for each student. In these documents, teachers also suggest choices that they think are good for each single student. Teachers also are available to meet each family if they ask for more information.

2.3.5.3. Experience of the school in Primary to Secondary transition

According to the Istituto Comprensivo Statale Cassarà – Guida they devote only a short time to help students in this transition. They state that they need to work more during the second year of lower secondary school to help students discover their attitudes, to think about their future, to improve their methods when studying. Parents should be more involved: the school notices that just some families are really involved in a serious choice for their child: some parents choose secondary school without listening the school proposals or what is their child's desire; on the contrary other parents do not care of their child's choice and he/she can choose without having a clear project, often on the basis of his/her friends' choices.

The school states that they should spend more time in cooperation with high school teachers to understand and know what they will ask to our students and what they are supposed to know, what competences they have to acquire in order to have a good experience in the new school eliminating anxiety and sense of inadequacy that can cause lack of school success and later the school leaving. The school thinks that they also should plan activities to follow students in the first term in High school, keeping contacts with the new teachers, working together in some area.

CESIE, being a non-governmental organisation operating in the province of Palermo, implements different projects in order to tackle ESL, supporting schools so that they become an active agent in the process of stimulating and empowering pupils, consolidating the integration and inclusion, educating to the culture of solidarity, tolerance and sharing, enhancing learning through collaborative methods and ICT methodologies, preventing risk behaviors. CESIE promotes new and innovative methodologies among schools in Palermo to enhance their capacities and build competencies of teachers and students.

2.4. The Transition and ESL in Portugal

2.4.1. Current measures to combat ESL

The Programme to Combat School Failure and Early School Leaving (Programa de Combate ao Insucesso e Abandono Escolar, 2012) builds on a series of measures designed to prevent early school leaving by providing extra support to students at risk of failing in primary and secondary education and by developing VET in upper secondary education as an equal alternative to the general programme. These measures include the following:

- provision of daily supervised personalised study time in primary education as soon as difficulties are detected.
- additional study time and more individualised and targeted support for students identified as at risk of failing their school year in the national student assessments in 4th and 6th grade, as well as a possibility to take the exams at the end of the support period.
- temporary grouping of students with similar learning characteristics to address difficulties detected and to develop revealed capacities through a more focused and individualised work programme.
- implementation of information systems to follow schools and students in real time to identify the need for individual support and detect cases of potential school dropout and academic failure.
- vertical merger of school processes from pre-primary education to secondary education to provide continuity in the pedagogical project (concluded in 2013).
- improving and adapting the vocational educational offer to student needs by creating more vocational courses in lower and upper secondary education and putting in place a coherent national vocational education and training strategy to guide students and involve the business sector.

2.4.2. Characteristics of the transition from primary to secondary school

Basic education (ensino básico) is compulsory and free for everyone. It is intended for children aged between 6 and 15. Pupils who complete this schooling receive a certificate of basic education.

This level of teaching extends over nine years and comprises three cycles:

- The first cycle lasts for four years and is taught by one teacher (who may be assisted by others in specialised areas). Emphasis is placed on the integrated

development of studies and activities and the teaching of a foreign language may begin.

- The second cycle, lasting two years, covers interdisciplinary areas of basic education.
- The third cycle lasts for three years and is structured as a set of disciplines or groups of disciplines, incorporating various elements of vocational training. Classes are taught by a single teacher per subject or multidisciplinary educational field.

Basic education is intended to provide a common general training that:

- Allows pupils to develop interests, aptitudes and skills and grow as individuals, in accordance with values of social solidarity.
- Allows pupils to acquire and master basic knowledge, skills, attitudes and values, forming the basis for further general or vocational studies.
- Encourages the development of values, attitudes and practices that help to instill a sense of civic responsibility and willingness to participate in democracy.

2.4.3. Current needs of schools in Barreiro concerning transition and ESL

In Barreiro, many schools face difficulties such as lack of involvement of families during the transition stage, students starting secondary school experience high levels of anxiety due to changes, there is an acute drop in student achievement, particularly for students with special needs.

2.5. General conclusion

- More measures need to be taken in the transition from Primary to Secondary School as a preventive measure to address Early School Leaving. Particular attention needs to be placed on the gender/diversity/minority gap and students facing risk of social exclusion.
- Transition from Primary to Secondary School is recognized as a prevention step for ESL by the corresponding EU agents, as well as by school staff who assure that ESL risk factors are already present and visible in many cases as early as last year primary.
- The efforts to assure an adequate and inclusive transition from Primary to Secondary education happen at a small and heterogenous scale, and

whether or not a school dedicates resources to the transition depend on each school institution. These actions are rarely replicated by other schools, they are not designed from an innovative nor an inclusive perspective, but rather treat diversity on a case-to-case basis focused on the child's "problem" in the transition and not on modifying the process of transition so that it presents an opportunity for skill and leadership building for the students where diversity and inclusion are an asset.

- Although the transition is less traumatic in integrated schools where students do not have to change venues, there are still abundant obstacles which are not being handled to assure the smooth transitions in this type of school centers. Hence, integrating the centers does aid in the transition but it is not sufficient to assure a smooth transition.
- Teachers require more resources to address smooth transitions from Primary to Secondary with both students and families in order to apply an ESL preventive focus, provide students and their families with resources to adapt more quickly to the changes, and diminish the effects of transitions on both academic achievement and increased ESL risk factors.

3. Interviews

As part of the implementation of the project and research on the transition from Primary to Secondary Education and its relationship with ESL, all partners have conducted a series of interviews to:

- 46 teachers, tutors, counsellors and parents involved in the transition from Primary to Secondary Schools (29 in Spain, 10 in Portugal and 7 in Italy)
- 16 last year of Primary School and first year of Secondary School students (5 in Italy, 6 in Portugal and 5 in Spain).

In the following sections, the results of such interviews will be presented and divided in interviews to adults and interviews to students.

3.1. Interviews to adults



https://www.youtube.com/results?search_query=dreamsprojectEU

Interview questions
1. What are three words that come to your head when you think about the transition from Primary to Secondary School?
2. What do you think is the most different for students who start Secondary school?
3. What do you think is the most difficult for students starting Secondary school?
4. What do you think will be the best part for students when starting Secondary school?
5. What do you consider are the main signs that a student is struggling/will struggle with transition, or in their first year in Secondary school?
5. If anything were possible, what would you do to help students in their transition, especially those students who are struggling the most?
5. How do you think Secondary school will be after the confinement?
6. How do you think you could best help/support students in choosing the Secondary School and in the transition process?

The most recurrent answers to the question about the three words that describe the transition from Primary to Secondary School are represented in the following word cloud.



When asked about the biggest difference between Primary and Secondary School, parents have underlined the change of teachers, classmates and the overall environment, while teachers have mainly highlighted the different (and higher) level of performance, rhythm and exigency required in the Secondary School. According to the people interviewed, Secondary School also demands a higher level of autonomy and independence in relation to study strategies.

“During the primary school they are very accompanied and in the secondary school they are asked for responsibilities that, sometimes, are not completely assumed. They have to get used to different teachers and different ways of doing things, different classmates, different demands, etc.”

Spanish parents appear to be particularly worried about the fact that students pass from having a reference tutor to having a different teacher for each subject. According to some of them, the Secondary School

“...is a huge new space where they stop being children and are treated in a less individual and personal way.”

According to a professional working in the field of education

“...the way we work with elementary school students has nothing to do with the one applied in secondary school. By this I mean that in primary school we work much more on projects (not in all cases but this is the tendency) and the work is usually motivating and respecting the student's pace. In the secondary level, students are more focused, with the goal of finishing the stage they are in.”

To the question about the most difficult thing of the transition from Primary to Secondary School, some interviewees underlined the change in the relationships and communication between students and teachers, the adaptation to new subjects, to new teaching methods and to studying at home. Secondary School students need much more self-organisation and autonomy. Secondary School is believed to mark the transition from being a child to being an adult.

On the other hand, the best thing of passing to Secondary School is considered to be

“To compare oneself with older students, but also to be able to participate in the school's choices through their representatives”

as well as making new friends and experiences, the possibility to start choosing their own path and studying more specific subjects that correspond to their interests.

According to a professional working in the field of education, the best thing is that students

"...feel older and gain in autonomy. I also think that a boy or girl who has not been comfortable in Primary School (because of different issues), has the opportunity to make a change and free himself or herself."

According to school staff and families, the most common signs that a student is struggling with transition are demotivation, sadness, introversion, irritability, poor sleep, disruptive behaviors, refusal to talk about school, frequent absences at school, drop in the grades, and lack of attention.

When asked what they would do to help students in their transition, especially those students who are struggling the most, the most common answers were:

- Helping them develop more autonomy, responsibility, and self-esteem.
- Encouraging and motivating them.
- Providing specific counseling and guaranteeing an emotional accompaniment.
- Demystifying the complexity of secondary education.
- Involving older student in the accompaniment through the transition and giving students the possibility to visit their future Secondary School in order to get familiarized with the spaces.
- Working in smaller groups.

An Italian teacher suggests to

"...create working peer groups with innovative methodologies, just to help them, with a peer to peer method, to overcome those weaknesses that they carry from middle school."

And another one proposes to

"...work a lot on the children's self-esteem, involving them in meetings with new teachers. I would create continuity between their middle school teachers and the secondary school teachers who will take care of them. This mixed team could accompany them step by step, because it is important that adults also stay close to these boys and girls who face this important step..."

Most of the interviews were undertaken during the confinement caused by the Covid-19 pandemic. When asked about how they imagined the Secondary School after confinement, the interviewees clearly divide between optimists and pessimists, with few middle ground opinions. However, almost all of them agree on the fact that

more digital tools will be used. Parents appear to be particularly concerned about the human relationships among peers, given the time that students have spent far from their friends and the safety measures that will be applied, such as the mandatory use of facial masks and the respect of safety distances. Someone predicts

“...the beginning of the change in the institution. It will not happen right away, but it will be like the seed of change in the school system. The school as a laboratory of sociability and not as a source of information.”

The final question for adults involved in the transition from Primary to Secondary School was about the way they believe they could best support students in choosing the Secondary School and in the transition process. Some parents argue that the Secondary School should be a personal choice of the student, guided, oriented and supported by the adults. Others believe that the final choice should be the parents' although students should have the possibility to visit the schools they can choose from and evaluate pros and cons.

“...They (should) actively participate in the decision-making process. (Adults should)...accompany them in this transition process and above all, to letting them know that there are adults interested in what is happening to them and how they are living the change.”

3.2. Interviews to students



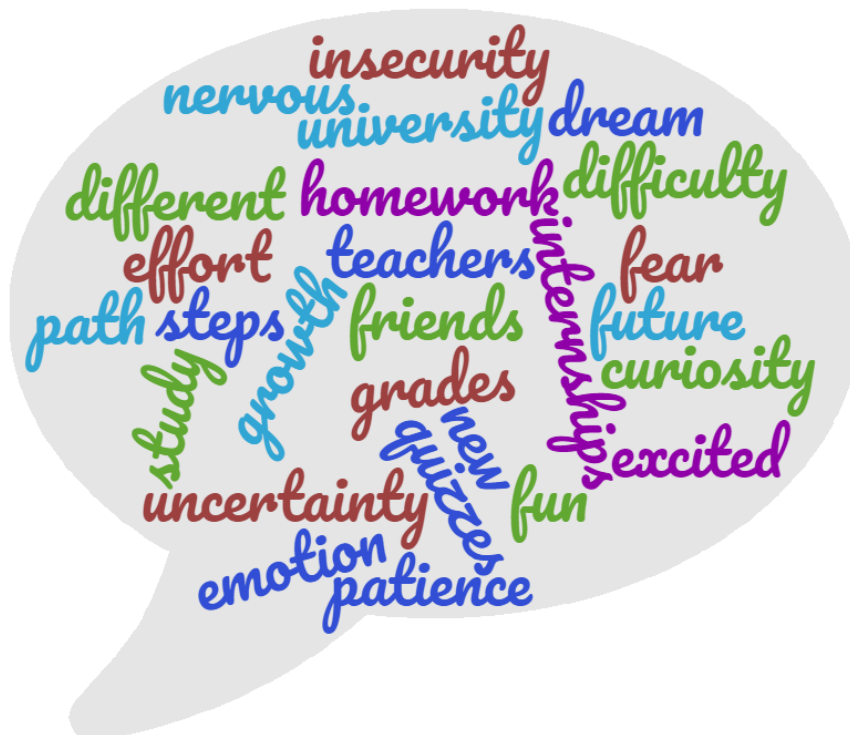
<https://www.youtube.com/watch?v=NVKsK0gC1JI>



<https://www.youtube.com/watch?v=47nlQubZIMc>

Interview questions
1. What are three words that come to your head when you think about Secondary School?
2. What do you think will be the most different once you start Secondary school?
3. What do you think will be the most difficult of starting Secondary school?
4. What do you think will be the best part of going to Secondary school?
5. If you had a magic wand that could make anything happen or give you anything you wanted, what would you ask the magic wand to help you pass on to Secondary school?
6. How do you think Secondary school will be after the confinement?
7. How would you like your teachers to help/support you in choosing the Secondary School and in the transition process?

The most recurrent answers to the question about the three words that describe the transition from Primary to Secondary School are represented in the following word cloud.



When asked what they think it is the biggest difference between Primary and Secondary Schools, students between 10 and 15 years old answered that in

Secondary school there are more and harder subjects, and that the teaching methods but also the relationship between students and teachers are quite different compared to Primary School.

According to the students interviewed, the most difficult aspects about the Secondary School are the initial adjustment to the new context, to new teachers and classmates. Some of them are worried about the workload, the evaluation methods and about failing and/or being expelled.

With regards to the best part of attending the Secondary School, the answers are quite varied:

"Learning new languages, such as Latin and Greek, and broadening my cultural background."

"Meeting new classmates and teachers."

"Sharing unforgettable moments with the people I will meet during these five years."

"Studying for something I am particularly interested in."

To the question "If you had a magic wand that could make anything happen or give you anything you wanted, what would you ask the magic wand to help you pass on to Secondary school?, students answered that they

- Would use it to understand better the new teachers and their teaching methods.
- Would want a good start of secondary school guaranteed.
- Would like to be understood and to make friends.
- Would like to have patience.
- Would like the gift of "infinite memorization".
- Would like to arrive to school on time.
- Would use the wand to have good grades.

A Portuguese student stated:

"I would like Covid-19 to end quickly. Starting in a new school, as well as in a new class can be lonely. I would like to be able to make stronger connections with my new classmates, in order to have friends who I can study, laugh and learn with for the next 3 years since I believe that a face-to-face connection makes it all easier."

The school they imagine after confinement is strange because of the rigorous safety measures that need to be respected. Some of them predicts a blended kind of school, half in person and half virtual.

"So we will have to wear masks and we won't be able to come close or give each other hugs and it will be different. So...if it's not like before, it can be harder for me. I will miss giving hugs to my best friend. I prefer normal classes to the virtual ones."

"I think it will be a little distant, a little sad, to tell my friend -I want to hug you and I can't-"

The final question of the interview was about the kind of help/support that they would like to receive from their teachers in the transition. Most of the interviewed students stated that they would appreciate some sort of accompaniment and advice in the choice of the secondary school. Some argue that they would like to know more about the possibilities at stake, others believe that the most important thing teachers can give is a moral support.

4. Good practices

4.1. Good practices in Spain

Good Practice 1

Title: IES Europa – Música y convivencia (Music and Coexistence)

Project: Música y Convivencia

Describe the good practice and where it can be found:

In the IES Europa in the town of Águilas, in Murcia, during the month of June primary school students take guided tours to the facilities of the secondary schools that will host them. In this way, they get a first contact, and a pleasant climate of welcome is created, which notably favours the process of adaptation. In addition, in this center, another series of measures are carried out to favour the transition, such as the cultural project called "Music and Coexistence", winner of the third edition of the national awards of the Claudio Naranjo Foundation for Education <http://www.fundacionclaudionaranjo.com/musica-convivencia.html>

The main objectives of the projects taking place in IES Europa are:

- Reducing school dropouts.
- Evaluating annually the degree of satisfaction of the families.
- Increasing or maintaining the number of families involved in the life of the school, both institutionally (AMPA and school council) and in the daily activities.
- Trying to permanently improve the school.
- Promoting the school's relations with entities, institutions and public or private associations at a local, regional, national and international level.
- Improving the environmental surroundings.
- Bringing Primary Education students closer to what could be their new school.

In which way is this good practice innovative?

Perhaps the practice of making a guided tour of secondary schools is not something very innovative, however only few schools offer this possibility to their students, so it is innovative in the openness and proactiveness of the school. On the other hand, the project of "Music and coexistence" is innovative in its

methodology to tackling ESL and favouring a smooth transition from Primary to Secondary School.

In which way is this good practice effective?

The benefits achieved cover multiple dimensions ranging from human development to the appreciation of effort, motivation, enthusiasm, participation, learning the basic values of coexistence, quality, improved academic results and public surprise, resulting in a very powerful project that surprises year after year.

In which way is this good practice sustainable?

The "Music and Coexistence" project has been carried out for 14 years and is mostly self-financed, although in order to grow it would require more funds from the Ministry of Education. The teachers and the AMPA have contributed to collect the necessary materials and time to make it possible. Small amounts are paid from the public in order to attend the concerts.

In which way is this good practice replicable?

The part of the good practice related to the visit of Secondary Schools is replicable by any school, without the need of specific resources or competences of the teachers. The "Music and Coexistence" is replicable depending on the availability of dedicated classrooms and music department, musical instruments and the support and willingness of all parties involved.

What problem was addressed by this good practice?

The project had hardly any support from the Ministry of Education of Murcia.

In which context was the good practice developed?

In IES Europa there are students with good academic results and with good family support interspersed with students with fewer opportunities at the emotional and economic level. The IES Europa is a melting pot of bilingual students, ordinary groups, PRC programs, Pemar groups, Occupational Classroom and FP Basic of gardening.

Does it take place during the transition from Primary to Secondary School or is it a practice to prevent Early School Leaving?

It takes place in the transition from Primary to Secondary, but it is also a practice that aims at preventing ESL.

What resources were needed (time, financial resources, technological, networking..) for the implementation?

The participation of all the departments of the school, the AMPA, the commission of Pedagogical Coordination (CCP) and the City Hall of the town is necessary. The project is carried out during the three quarters of the school year. In order to guarantee the normal development of the activity, different types of musical

instruments, tuners, sound modules, mixers and self-powered speakers, microphones and classroom sound equipment are needed, as well as an auditorium and professional technicians.

Is there any evidence of success?

Interpersonal relationships, the management and expression of emotions, the motivation to carry out the project (with the voluntary participation of more than 400 students), the quality of the musical technical interpretation and the students' academic performance have improved.

Has this good practice been assessed?

If so please refer to the results of assessment and add links where this assessment can be found

Yes the practice has been evaluated. The results can be found at the following link: <http://www.fundacionclaudionaranjo.com/musica-convivencia.html>

The project has been active for 14 years and has been awarded by the Claudio Naranjo Foundation (<http://www.fundacionclaudionaranjo.com/musica-convivencia.html>)

Has this good practice the potential to be successfully applied in the framework of the DREAMS project?

It is an innovative, effective, sustainable and replicable project, especially designed to promote values of coexistence and self-management and emotional expression. It allows communication and coexistence among students of different levels, studies, origins and social realities, with teachers and professionals from all departments of the school and it can be applied in the framework of the DREAMS project.

Good Practice 2

Title: Teatre Fòrum i reportatge comunitari a l'Escola l'Esperança (Forum Theatre and Community Report at L'Esperança School)

Project: Erasmus+ Youth 4 Youth: Forum Theatre and Community Report to tackle early school leaving

Describe the good practice and where it can be found:

Forum Theatre and Community Report at L'Esperança School was part of the project Erasmus+ Youth 4 Youth which had the main aim of tackling ESL. The practice described focuses on peer learning to understand and address the issue of Early School Leaving, using the participatory methodologies of Forum Theatre and Community Reporting. The students played the role of leaders and

protagonists during the development of the workshops, resulting in the creation of more than 10 videos of Community Report and two pieces of Forum Theatre, publicly presented 3 times between March and April 2017. The workshops were held in the auditorium of the Baró i Viver Civic Center and consisted of 15 sessions held from October 2016 to February 2017. Each session lasted two hours.

The participants were 20 students of the Secondary School L'Esperança. The participant profile was:

- 10 girls and 10 boys between 15 and 16 years old.
- All participants were born in Spain, many of them of Roma origin and/or from immigrant families.
- There was diversity in the group in terms of sexual orientation.

The main objective of the practice was to contribute to the decrease of early school leaving by stimulating:

- The active participation of young people in Community Reporting and Forum Theatre workshops where they acquire interaction and critical thinking skills necessary for adequate school development.
- The creation of student partnerships with youth empowerment services.
- The development of learning materials to support youth workers, teachers and young people in combating the causes of early school leaving.
- The development of school and community awareness actions by the young participants.

The 15 sessions were structured as follows:

- Sessions 1 and 2: Teambuilding and theater games to encourage expression and thinking through both mind and body. Group confidence building.
- Sessions 3 and 4: Discovery of significant issues for the group in relation to school (bullying, gender inequality, sexuality, etc.). Introduction of Image Theater and generation of critical thinking through Community Reporting.
- Sessions 5 and 6: Use of theater and group facilitation techniques to work with the different points of view existing in the group around the different main themes.
- Sessions 7 and 8: Deciding on definitive stories and collectivizing them. Use of aesthetic techniques to work on the stories and deepen the understanding of the different issues they address (gender, violence, social networks, school relationships, etc.).
- Sessions 9, 10, 11 and 12: Completion of the stage production and aesthetic games. Forum Theatre rehearsal. The participants learn that they

have the possibility to question what they dislike, what they disagree with or what makes them feel uncomfortable.

- Sessions 13, 14, and 15: In these sessions, a forum theater presentation was made, open to peers, the school community, and the neighborhood.

Strengths and areas for improvement:

- Creating a trusting group: Facilitating the development of relationships between students is not usually a major issue for schools. Still, relational skills are possibly the most important competence for a successful social life. In the workshops, one of the main objectives was to create a good cohesion and climate of trust. The group can be a great resource in the learning process, but it can also hinder it if there is tension and resistance. The facilitators invested a lot of time and energy in monitoring, reacting and adjusting to the group's climate. In some workshops, the delicate task of establishing social connections was done through pair activities, because it was easier for participants to open up to just one person, and once enough pair activities had been done, it was much easier to open up to the rest of the "group". Much of the group creation alternated between play and self-reflection.
- Games and demechanisation: In all workshops we start with introductory sessions focused on games. Whether with objects, with their own bodies, or with each other, these activities offer an easy and joyful existential experience. "Mistakes" are allowed and "celebrated" as wonderful learning occasions. In the "demechanisation" phase, participants break with those routines that are inscribed in their bodies by repeating daily actions. By Boal, creator of the Forum Theatre, demechanisation is a necessary step to prepare the body and mind for creative work. In the activities of "demecanisation" they are invited to "walk in space", to adopt different rhythms, to move outside their usual body repertoire. In the "image theater" participants are encouraged to create bodily reflections of concepts/roles/situations. Through the process they are encouraged to identify bodily sensations as relevant information about their state of mind.
- The Self reflected in dialogue: People often hate to hear their own voice or see themselves on a recording. Usually this is due to the fact that the one we see does not correspond to the one we imagine. The voice we feel internally sounds different from the one we channel through the media, and in real life there are very few times when we can really see ourselves from an external point of view. These occasions are extremely rare and at

the same time are very effective transformative experiences. Everyone reacts emotionally to their own image and adjusts their perception to what they imagined of themselves. The community reports invite participants to reflect on their own experience, explain their story in the way they want, and then record themselves on video or audio. Although some participants need more time to feel comfortable, it is at the time of reflection, with a little support, that most participants accept the challenge.

- The stories were then shared with the group. Here they had the opportunity to exchange constructive opinions, while being invited to identify positive elements in each other's stories. They were also able to share their own perspectives and action alternatives. Not only did this give them confidence in telling their story and feeling heard, but the positive exchange allowed them to reflect on their experience and listen to other perspectives, while overcoming the shame felt at the beginning of the process. In short, receiving criticism from others and understanding our own impact on others are the most important elements of the workshop. It helps participants developing the dialectical potential that is the basis for all transformative interaction.
- Questioning this unquestionable: The workshop not only provokes reflection on one's own self, but also on a variety of topics more or less related to early school leaving. In several workshops the fact that participants can reflect on issues they had not reflected on before was presented as a revelation, because until then it was simply evidence: Why do we go to school? What do adults work for? It is evident that adults accept jobs that they do not like out of necessity? In some of the workshops, participants talked about how they learned to rethink past actions or behaviors, how they reconsidered and discovered connections with peers.
- Creating a theater piece, using the means: In these workshops, participants develop either a theatrical piece or short videos (which they will have to present to an audience). The existence of these final products implies a limitation, but it also helps to focus the work. The need to finish the work within a deadline helps to structure the collaboration.
- Collectivizing and sharing: While therapy focuses on an individual's story, the collectivization of stories (in which an individual story has points in common with another individual story) opens up the possibility of shared education; my problems are no longer just my problems because I am in pain or I am wrong, but participants are allowed to identify social

structures that affect us all and they learn how these social structures affect both our personal and collective psychologies.

- Taking responsibility for collective learning: The best moment of the workshop was when the participants connected with their younger audience and became the facilitators of their learning, managing small group discussions about the Forum Theatre play. Offering the young participants a role of responsibility to the younger audience was an essential moment in the project. Thus, being able to assume the role of expert implies a recognition of the learning process and personal empowerment.

All the information about the practice can be found at the following link:

<http://competenciasyepd.edualter.org/ca/practiques/teatre-forum-i-reportatge-comunitari-a-l2019escola-l2019esperanca>

In which way is this good practice innovative?

The practice is innovative in the use of Forum Theatre and Community Reporting as tool to tackle ESL.

In which way is this good practice effective?

The practice has demonstrated to be effective. The workshop has favoured the relationships and building of trust among the participants. They have learned to demechanise their behaviours and reflect on them and on themselves, accept critics, acquiring self-confidence.

In which way is this good practice sustainable?

The project is sustainable as it doesn't need many resources apart from time, knowledge of the methodologies used and spaces for workshops and presentations.

In which way is this good practice replicable?

The practice is replicable depending on the human and physical resources available in the school.

What problem was addressed by this good practice?

This good practice aims at tackling ESL, but in its realisation it addresses also other students' needs that are usually given less importance in formal education:

- Negotiating meanings and processes: both the meanings and processes of the workshop had to be negotiated with the participants and educators involved. In many workshops the lack of knowledge of the methods implied some resistance from both the participants and the teachers. Therefore,

the negotiations were usually not based on a neutral starting point, but rather on a negative one.

- Negotiating the rules of collaboration: Young people who attend a conventional school system are often unaware of the alternatives to the educational model based on discipline and a rigid distribution of roles. When this discipline disappears, there is often chaos due to lack of familiarity with the collaborative educational style. Thus, the participants had to acquire the necessary skills to listen to each other, to be able to pay attention even when not commanded by the authority figure. They had to understand that even when the rules are not enforced in an authoritarian way, the rules of collaboration still exist and are necessary to allow working together. The students had to integrate these new rules that achieved mutual respect and protection, as well as active participation and self-reflection. It is very important to negotiate with the group leaders their role in the process.

In which context was the good practice developed?

The practice was developed in Barcelona, in the neighborhood of Baró i Viver, known for being isolated from the rest of the city by architectural and natural barriers. The medium income is lower than most of the other areas of the city, the educational level of the population is quite low, and absenteeism and early school leaving are rampant.

Does it take place during the transition from Primary to Secondary School or is it a practice to prevent Early School Leaving?

This practice focuses on the issue of Early School Leaving.

What resources were needed (time, financial resources, technological, networking..) for the implementation?

The spaces and materials needed to replicate the practice are an auditorium with a large space where the participants can move freely, a stage, a video projector, sound infrastructure and theatrical lighting systems.

To carry out this practice it is essential to have a team trained in:

- Facilitation of forum theatre.
- Community Report.
- Conflict resolution and working with diversity.
- Working with groups of youngsters.

You should also have the support of:

- The direction of the school.

- The group of students who will participate in the workshop.
- The families.
- Other entities linked to the implementation (other spaces, schools, services, etc.).

Is there any evidence of success?

Three forum theater presentations were held in the last three sessions with the participation of 165 students and more than a dozen teachers from different schools in the neighborhood as audience members.

More than 10 videos of community reports were made by the students.

Has this good practice been assessed?

If so please refer to the results of assessment and add links where this assessment can be found

The educational practice within Escuela L'Esperança was consolidated together with the Youth Dynamization Service and the school management.

A number of materials were developed to disseminate the results of the educational practice:

- Project website (includes the experiences of the other four partners participating in the project): <http://y4yproject.eu/>
- Tutorial with description and videos to support facilitators who wish to implement the practice: <https://prezi.com/view/7QxhrcidfbcSa9rLn3Ae/>
- Community report videos made by the young participants of the workshop: <https://goo.gl/i4apwk>
- The results were disseminated through an international conference with a workshop for professionals working with youth. You can find all the information about the conference in this link: <https://www.laxixateatre.org/single-post/2017/05/19/CONFER%C3%88NCIA-INTERNACIONAL-TEATRE-F%C3%92RUM-I-REPORTATGE-COMUNITARI-CONTRA-LABANDONAMENT-ESCOLAR-PREMATUR-5-6-JULIOL-2017-BARCELONA>

To explore the workshop processes, we asked the facilitators to keep a journal, noting their expectations and perceptions regarding each phase of the workshop (surprises, conflicts, magic moments, etc.). We also asked the young participants to interview each other about the process (learning, most difficult moments, etc.). The diaries of the facilitating team and the videos of the young people were analyzed to find the main elements related to the prevention and approach of early school leaving.

Has this good practice the potential to be successfully applied in the framework of the DREAMS project?

The good practice described can be applied in the framework of the DREAMS project as it is an example of the successful implementation of Forum Theatre and Community Reporting against ESL.

Good Practice 3

Title: Novells mediadors interculturals a l'escola (New intercultural mediators in the school)

Project: Novells mediadors interculturals a l'escola (New intercultural mediators in the school)

Describe the good practice and where it can be found:

The project "New Intercultural Mediators in the school" consists in a training involving 5th and 6th grade students of the Primary school El Viver in Montcada i Reixac.

The objectives of the initiative are:

- To improve school coexistence.
- To know and work the concept of cultural diversity in an experiential way.
- To experience the possible conflicts in the face of diversity.
- To experience and defend assertively the arguments in the conflicts.
- To work on the cooperative learning.

The activity was structured in 8 sessions (for a total of 16 hours) and a final presentation.

Structure of the sessions:

- Initial: Games and exercises to foster group cohesion. Reduction of the initial tensions on the part of the participants. Creation of the necessary climate of trust to be able to work with the experiential tools and allow the exposure of the personal experiences of the participants.
- Process: Practical exercise of work on the prejudices and stereotypes through dynamics of creation of different characters related to the main social roles that they can identify in their environment, while learning basic theatrical tools.
- Final part of the process: Creation of a forum theater piece as a conclusion and consolidation of the learning acquired. The creation will be made using the techniques of collective creation.

Methodology:

The workshops were developed from a proposal of games, exercises and techniques that allow to find in the theatrical activity an effective instrument for the understanding and the investigation of solutions to social problems, creating a reflection that leads to action in our daily life. Based on proposals by Paulo Freire and Augusto Boal and their Theater of the Oppressed, we addressed the staging of conflicts of everyday life. A forum theater session starts with a performance of a short scene that explains the conflict, but in this "anti-model" representation, the protagonist is not capable of having an assertive attitude in the face of rumors and stereotypes. The facilitator/joker stops the action and invites the spectators to go up to the scenario to replace and improve the actions of the protagonist. The scene is re-interpreted as many times as the different interventions and alternative solutions are proposed by the public. Each new scene created is debated by the audience.

As a result of the workshop, a video was created:

<https://www.youtube.com/watch?v=SLUWJCjlyQ&t=41s>

In which way is this good practice innovative?

The practice is innovative in its application of the Forum Theater as methodology to foster cultural understanding and conflict resolution in the school.

In which way is this good practice effective?

The practice is effective because through the activities and dynamics proposed, students become aware of the prejudices they have, they can share their personal experiences when it comes to prejudices, they can build a story in which they collectively feel represented and are encouraged to find solutions to the daily challenges they face.

In which way is this good practice sustainable?

The preparation phase, realisation of the workshops, final presentation, production and post-production of the video had a total cost of 2090,00 euros.

In which way is this good practice replicable?

The practice is replicable, but it needs to count on professionals familiar with the methodologies used.

What problem was addressed by this good practice?

The problem addressed by the described activity is the presence of prejudices in schools, and it is thought to enhance cultural understanding and positive

coexistence. Indirectly it tackles the issue of ESL, since it is demonstrable that students who feel accepted and integrated in the school environment have less chances of dropping school at an early stage.

In which context was the good practice developed?

Montcada i Reixac is a town situated in the Vallès Occidental region and is part of the metropolitan area of Barcelona. It is mainly an industrial area and characterised by the coexistence of different cultures, as its population is formed by a wide number of people with migrant backgrounds (both Spaniards coming from different regions and internationals, especially North Africans).

Does it take place during the transition from Primary to Secondary School or is it a practice to prevent Early School Leaving?

The practice can be used both in the transition from Primary to Secondary School and in preventing ESL, as it gives students new tools to understand better oneself and others, to work on self-confidence and conflict resolution.

What resources were needed (time, financial resources, technological, networking..) for the implementation?

The resources needed are classrooms sufficiently big for the students to move freely, an auditorium for the final presentation and human resources familiar with the methodologies used.

Is there any evidence of success?

The success of the activity is visible in the video: <https://www.youtube.com/watch?v=SLUWJCjyQ&t=41s>.

Has this good practice been assessed?

If so please refer to the results of assessment and add links where this assessment can be found

No

Has this good practice the potential to be successfully applied in the framework of the DREAMS project?

The practice presented aims at fostering cultural understanding and coexistence while deconstructing prejudices. It can be applied to the framework of the DREAMS project as the achievement of these objectives can help determining a smoother transition from Primary to Secondary School and tackling ESL.

Good Practice 4

Title: SOAF – Service of Orientation and Attention to Families

Project: SOAF – Service of Orientation and Attention to Families

Partner Organization: Trinijove and Wellness and family department (Generalitat de Catalunya).

Describe the good practice and where it can be found:

SOAF (Service of Orientation and Attention to Families) is a comprehensive guidance and support service to families to improve their personal, family, and social well-being. The service focuses on a preventive perspective aimed at detecting and strengthening healthier family relationships and parenting skills. The methodology applied is direct intervention and coaching.

The specific objectives of the service are:

- To provide adequate tools for the families and their children in order to overpass difficulties and to learn better ways to interact between each other.
- To provide help with homework after school and give parents some tools to support their kids in the studies.

The main activities of the SOAF are as follow:

- Information, guidance and referral service.
- Recognition and support to parenting.
- Training and work support.
- Leisure and complementary activities.

Most activities focus on issues related to the education of children according to the different stages of their growth (boosting self-esteem, setting limits, giving autonomy, instilling healthy habits, fostering values, managing conflicts, new technologies, etc.).

Specialized support and therapeutic intervention is provided when there is a specific difficulty or problem, relational or emotional (situations of disorientation or difficulties in the education of children, school failure or absenteeism, family overload, coexistence problems, divorce, separation, grief, etc.).

Active participation is promoted in the community. Intra-family and intergenerational relationships are fostered in order to tackle loneliness and isolation.

It is a service that complements social services.

In which way is this good practice innovative?

The practice is not innovative, but it brings attention to issues that are usually ignored or left aside.

In which way is this good practice effective?

The service is effective as it gives families in difficult situations a complementary support to the one they receive from the social services, and it is able to go more in depth in the relationship among the family members.

In which way is this good practice sustainable?

The service is guaranteed by the Generalitat of Catalunya and the entities that work together.

In which way is this good practice replicable?

The transferability is based on the study of the needs of each territory.

This program has been implemented in Catalunya.

http://treballiaferssocials.gencat.cat/ca/ambits_tematics/families/SOAF/

What problem was addressed by this good practice?

The service is dedicated to families in difficult situations and in risk of exclusion. Special attention is given to the relationship among parents and children.

In which context was the good practice developed?

The project is developed in some of the poorest neighbourhoods of the city of Barcelona. These areas are characterized by a large lack of services as well as high levels of ESL.

Does it take place during the transition from Primary to Secondary School or is it a practice to prevent Early School Leaving?

Through the support of families, the service aims at preventing ESL.

What resources were needed (time, financial resources, technological, networking..) for the implementation?

The budget is 40.000,00€ approximately.

The professionals involved in the service are one psychologist and one social worker that collaborate with the social services and schools.

Is there any evidence of success?

The results achieved are related to the empowerment of the family and their children. The positive impact can be seen on children who are enabled to continue their studies, on parents who feel empowered and part of a community, and on

the community as a whole since those families become able these to search for jobs and to contribute positively to the society.

The most important evidence of success are the consolidation of the service in a territorial network, thanks to the collaboration of all the territorial stakeholders, and its adaptation to the needs of the community.

Has this good practice been assessed?

If so please refer to the results of assessment and add links where this assessment can be found

No

Has this good practice the potential to be successfully applied in the framework of the DREAMS project?

This practice provides an example of services that can be offered to family with fewer opportunities and in risk of exclusion, determining a positive effect on ESL, so it is applicable in the context of the DREAMS project.

Good Practice 5

Title: FEAC: Família i Escola Acció Compartida (Family and school shared action)

Project: FEAC: Família i Escola Acció Compartida (Family and school shared action)

Describe the good practice and where it can be found:

FEAC project was born from the need detected by FECC (Fundació Escola Cristiana de Catalunya) schools to work more closely with their students' families, in order to increase their trust in the school. The project foresees a long-term intervention based on informal meetings between teachers and parents to exchange opinions on important topics involving students' school life.

The structure of the meeting is the following:

- Presentation of an educational theme through the reading of an article.
- Participants work in groups (organized by the educational level their children are in) and discuss the topic.
- Participants share their ideas in plenary.

The total duration of the activity is of about 90 minutes.

The target group is formed by all the families of the school, but the school tries to involve especially families of those students risking ESL.

The main objective of the program is for families to feel closer among each other's and with the school, and jointly find solutions to the issues affecting their children.
In which way is this good practice innovative?
The practice is innovative as it creates informal spaces for families and teachers to discuss important issues that affect students and possibly find solutions to avoid ESL.
In which way is this good practice effective?
The practice is effective as empowers families, making them feel closer to the school and more informed about their children education. It gives families tools to discuss with their children and help them through their educational journey.
In which way is this good practice sustainable?
Each school annually pays 5 euros per classroom participating in the program.
In which way is this good practice replicable?
The practice is replicable in every school.
What problem was addressed by this good practice?
The problem addressed by this practice is ESL.
In which context was the good practice developed?
The practice is developed in an educational community with a high rate of ESL and in an environment characterized by an insufficient communication between families and teachers.
Does it take place during the transition from Primary to Secondary School or is it a practice to prevent Early School Leaving?
It is a practice thought to prevent ESL.
What resources were needed (time, financial resources, technological, networking..) for the implementation?
The only resources needed for the realization of the program is an auditorium or big classroom where the meetings can be held, and teachers motivated to carry out the activities.
Is there any evidence of success?
The main impact is that families feel closer to the school and acquire tools to help their children during their education and to prevent ESL.
Has this good practice been assessed?
<i>If so please refer to the results of assessment and add links where this assessment can be found</i>
No

Has this good practice the potential to be successfully applied in the framework of the DREAMS project?

As a measure to prevent ESL, this practice can be applied in the framework of the DREAMS project.

4.2. Good practices in Italy

Good Practice 1

Title: *Consigli Consultivi* – **Advisory Councils**

Project: *Fuoriclasse* – a successful model to fight the early school leaving

Describe the good practice and where it can be found:

The Advisory Councils are cross-border activities, moments of aggregation aiming to create a dialogue, to foster the participation and the consultation between students and teachers' delegations. The Councils give them space to exchange views on the early school leaving and on how to deal with it. Moreover, the delegations have the chance to look together for solutions to improve the school, with regard to the organisation of the spaces, the management of relations and the didactic proposals.

Thanks to a confrontation from even positions of students and teachers, students learn how to participate concretely in the school life, setting in motion a real change. Involved students become more motivated and they feel more integrated inside the school context, contributing to the obstruction of the early school leaving.

The Advisory Councils meetings have to follow a specific path through which students inform themselves, formulate an opinion on the topics covered and express it freely.

The Advisory Council meet once a month, after school hours. The meeting lasts two hours.

The parties involved are three:

1. The **facilitator**, guarantee of the respect of the principle of participation.
2. A **teachers' delegation**, at least one teacher per class. One of them is the referent teacher.
3. A **students' delegation**, two or three per class, chosen by the classmates.

The Advisory Council is developed on two levels:

The **First Level** is formed by three macrophases – preparation, implementation and follow-up.

In the **Second Level** participants define the objectives, the contents, as well as the planning of the meetings. This level provides these specific methodological sequences:

- 1st phase: I keep myself informed.
- 2nd phase: I elaborate my opinion.
- 3rd phase: I express freely my opinion.
- 4th phase: I make sure that my opinion has been taken in serious consideration.

In the first phase “**I keep myself informed**”, students, teachers and trainers deal with the principle of participation and the listening concept.

The second phase “**I elaborate my opinion**” is dedicated to the analysis of the school context, to identify the problems and to find possible solutions. Students delegation reports the problems previously highlighted by each class.

In order to support students for the phase “**I express freely my opinion**”, trainers should give them the right tools and information. Students must be aware that their proposals and opinion “**will be taken in consideration**”. They must present their projects to adults of reference.

At the end of the first cycle, students make an evaluation, aiming to analyse the degree of satisfaction of the elaborated proposals. Monitoring and evaluation are useful to organize the work of the following academic year.

MACROPHASES	OPERATIONAL STEPS	ROLES AND RESPONSIBILITIES
Preparation	Needs analysis	Facilitators and the coordinator propose a meeting with the head-teacher, the referent teacher and the senior trainer.
	Definition of participation spaces	Facilitators and the coordinator, together with the head-teacher, choose a space for the Advisory Council.
	Roles definition	Facilitators and the coordinator, together with the referent teacher, define the roles inside the Council.
	Planning (date, time and location)	Facilitators and the referent teacher chose a date, time and

		location for the Advisory Council.
	Participants identification	One facilitator One referent teacher One teacher for each class Two or three students for each class
	Meetings preparation	Before every Advisory Council, facilitators meet the referent teacher to organise the council.
Implementation	Setting	The referent teacher should book the location
	Report of the meetings	Participants of the Advisory Council establish the time and procedures for the reports
	Sharing of the meetings' minutes in each class	Participants of the Advisory Council establish the procedures for the sharing of meetings' minutes
Follow-up	Participants' evaluation	Participants of the Advisory Council establish the procedures for the evaluation
	Sustainability	Advisory Councils become stable organisms
	Proposals monitoring	The coordinator is in charge, together with the facilitators and the referent teacher, of the monitoring.

The Advisory Councils were developed in the context of the **Fuoriclasse project**, an initiative whose aim is to obstruct the early school leaving through preventive actions to strengthen students' motivation and to overcome lacks in the school curriculum.

Fuoriclasse project involves activities in both formal education contexts (schools) and informal ones (educational centres and school camps).

Fuoriclasse, financed by *da Bulgari*, *Fondazione per il Sud* and *Save the Children Italia*, started in 2012 and it is currently in five Italian cities: Bari, Crotone, Milano, Napoli e Scalea.

It involves 56 classes for a total of 1350 students (between 8 and 13 years old). Moreover, different local and national partners are collaborating for the implementation of the activities (*Associazione Acli Lombardia, Associazione Kreattiva, Associazione Libera, Cooperativa E.D.I. Onlus*). The Fondazione Giovanni Agnelli takes care of the impact assessment.

The activities provided by the project are the follows:

- Workshops during school hours, to support students' motivation and enhance their self-esteem.
- School camps, to keep on working on class teambuilding also in a non-formal education context.
- Study support after school hours, for those students with learning difficulties.
- Advisory Councils.
- Teachers meetings.
- Parents/ teachers meetings.
- Inclusion meetings to support the learning of the Italian language.

Link to the project and description of the Advisory Councils (document in Italian) : <https://s3.savethechildren.it/public/files/uploads/pubblicazioni/fuoriclasse-un-modello-di-successo-il-contrasto-alla-dispersione-scolastica.pdf>

In which way is this good practice innovative?

The innovative feature of the Advisory Councils is their integrative approach and openness. In the year, they successfully engaged parents and classes that did not participate in the project. Moreover, students become active participants of the school life.

In general, *Fuoriclasse* is an innovative initiative per se. In fact, it provides a targeted intervention based on the geographical areas. In Italy, there are many social and cultural differences, as well as economic gaps between the south and the north of the country. *Fuoriclasse* aim to identify the major challenges of each local areas and to work on and for them.

In which way is this good practice effective?

Students involvement in early age rise their self-confidence and capacity to be part of a positive change. The participative modalities of the Advisory Councils encourage the teamwork, the collection of information, the formulation of opinions, as well as students' communication and negotiation skills.

For being "school protagonists", students develop a sense of responsibility, solidarity and belonging. This rise their attachment towards the school, decreasing dropouts, disciplinary problems and social exclusion.

Furthermore, students give a very important contribution to the schools, when they express their ideas, make choices, give suggestions, and formulate questions. In fact, their participation makes the work more efficient, because school planning and services became more suitable, relevant and sustainable. Moreover, it gives new perspectives and leads to better decisions based on students' experience. Finally, students become more aware of social issues.

In which way is this good practice sustainable?

This good practice is sustainable, it does not require any particular cost or resources, rather than time.

In which way is this good practice replicable?

The Good Practice is replicable in every school. Teachers involved in the project can be part of a national network that can train other teachers, for example, during organised initiatives like national seminars of training.

What problem was addressed by this good practice?

The problems addressed by the good practice are social exclusion, early school leaving and passive participation of students in the school life. The aim is to work on students' delays, absences, poor results, and dropouts.

In which context was the good practice developed?

It was developed in schools located in highly disadvantaged areas from an economic and social point of view, with presence of illegal activities.

Does it take place during the transition from Primary to Secondary School or is it a practice to prevent Early School Leaving?

Advisory Councils involved students aged 8 to 13 years old and they are useful to prevent Early School Leaving.

What resources were needed (time, financial resources, technological, networking..) for the implementation?

For the whole project *Fuoriclasse*, the amount of 1.140.000€ of resources has been used (540€ for each student per year).

Is there any evidence of success?

Students' late entrances were reduced by half and a significant reduction of frequent latecomers has been registered. Secondary school' students reduced their absences (less 30% on a yearly basis). There has been a 5% improvement in students' performance.

Has this good practice been assessed?

If so please refer to the results of assessment and add links where this assessment can be found

<https://s3.savethechildren.it/public/files/uploads/pubblicazioni/fuoriclasse-un-modello-di-successo-il-contrasto-alla-dispersione-scolastica.pdf>

Has this good practice the potential to be successfully applied in the framework of the DREAMS project?

Advisory Councils are a good and successful example of an integrative and fully inclusive approach. Moreover, DREAMS practices should commit to the same approach, involving students, teachers, and parents as well.

Good Practice 2

Title: How to tell a story

Project: Tell your story

Describe the good practice and where it can be found:

The first module developed under the Tell Your Story project is learning module with a main objective : to prepare the early school leavers to create their own story map by presenting them what is storytelling, providing them with the first set of competences they need for digital story-telling : story-telling skills.

The manual presents some interesting practices that guide students in the process of storytelling.

An example: «Memory storm»

Phase 1: Ask participants to write down a memory that first come to their thought. Give them 1 minute per each "category". It is important that their write the first memory that comes without thinking:

- The place I like the most
- The saddest moment ever
- The greatest challenge achieved
- My closest people
- The most embarrassing situation
- The best laugh ever
- The biggest disappointment
- The most romantic moment
- The moment I want to repeat
- The greatest obstacle overcome

Phase 2: After they have their memories listed, ask participants to get into pairs. Tell that one partner has to select 3 memories they want to listen to from their partner. Then a partner has to share a short story about that memory. After one participant has shared the memories, they swap and another participant shares hers/his memories.

Link to the manual: <https://cesie.org/en/resources/tys-how-to-tell-a-life-story/>

Link to the project: <https://cesie.org/en/project/tell-your-story/>

In which way is this good practice innovative?

Storytelling is a process that combine facts and narrative in order to communicate a message and an emotion to a target audience. In particular, Digital Storytelling is an innovative interactive tool to present personal stories using short videos. Its use can be fundamental in different educational and learning contexts.

In which way is this good practice effective?

Well-told stories are very powerful artefacts. Digital storytelling is therefore a suitable and effective means for young people to communicate their experiences. Storytelling is defined here as a short form of digital media production, which allows people to share particular aspects of their lives. "Media" may include full-motion videos with sound, animation, stills, audio, etc., which individuals can use to tell a story or present an idea.

The practice taken as example help participant to be able to strengthen non-conditioned thinking skills, to identify the most relevant memories. As well the participant will be able to retell the memory and to improve the active listening skills.

In which way is this good practice sustainable?

It does not require particular resources and it is sustainable over time.

In which way is this good practice replicable?

It does not require particular resources and it can be replicate in all schools.

What problem was addressed by this good practice?

The objective of the project Tell Your Story, and of the manual, is to contribute with a possible solution to this problem, by giving to the early school-leavers to express themselves through story-maps, to reflect on their history and experiences to bounce back and improve, in the long term, their situation.

The practice taken as example eencourages participants to recall and express their memories and own experience.

In which context was the good practice developed?

It was developed in the context of the project Tell Your Story, funded under the Erasmus + program and coordinated by Pistes-Solidaires (France).
Does it take place during the transition from Primary to Secondary School or is it a practice to prevent Early School Leaving?
Yes
What resources were needed (time, financial resources, technological, networking..) for the implementation?
For the practice taken as example: <ul style="list-style-type: none"> - 30 minutes - paper
Is there any evidence of success?
This module was tested during an international training course set in Palermo in September 2017. After this test, it was updated and implemented in the partner countries.
Has this good practice been assessed? <i>If so please refer to the results of assessment and add links where this assessment can be found</i>
No
Has this good practice the potential to be successfully applied in the framework of the DREAMS project?
Yes. All practices presented in the manual can be useful for the DREAMS project to guide our students in the process of storytelling

Good Practice 3
Title: Carma RMA (Reciprocal Maieutic Approach) – Collaborative Learning Project: Carma
Describe the good practice and where it can be found:
<p>RMA is:</p> <ul style="list-style-type: none"> • A “reciprocal” process between at least two people. • Normally done inside a group, with one person asking questions and others giving answers. • A reciprocal maieutic communication that brings out people’s knowledge, with all participants learning from each other. <p>With RMA, the educational process happens in two senses: the real discussions that happen and that might have concrete results and the development of</p>

competences through the discussions and group meetings. The experience of reaching decisions this way, of learning to modify and coordinate one's own demands to those of others, and of learning to plan ahead, both personally and in a group, is important for everyone.

All the CARMA manual is interesting, and it contains 15 practices.

The practice **RMA (Reciprocal Maieutic Approach)** step by step:

1. Ask the group to sit in a circle so everyone has the same distance from the centre and can look at each other in the eyes.
2. In the first meeting, ask students to introduce themselves in a personal way, or by describing their personal dreams.
3. Afterwards, introduce the issue or a "good question", e.g. What is education according to your personal experience? What is the transmission of information? What did you gain from the activity you participated in? What was the most important thing that you saw in your class and in yourself in terms of growth? Think about a question relevant to your subject. In some cases, students can be informed about the "question" in advance.
4. Ask the students to speak and express their opinion about the issue. It is important that everybody listens actively to each other's voice. You might also invite silent students to speak, and allow or even inspire moments of silence where people are not pressed to necessarily give some kind of answer, but rather to silently reflect on what they have just heard from other people, and then talk.
5. You can intervene when appropriate and give your own contribution in order to enable true reciprocity, but without influencing the group discussion by expressing the personal opinion on the topic being discussed.
6. Close the session by summarising and, if it is the case, talk about the next encounter, when, at which time, and about what. Ask a short evaluation from all the students about their personal experiences and about what they have learned within the group.
7. You can also close the session by doing a short evaluation of the meeting.

Link to the toolkit: <https://cesie.org/media/carma-toolkit-long-en.pdf>

In which way is this good practice innovative?

Maieutic is not a new concept, however the RMA is an innovative method of inquiry and "popular self-analysis" for empowerment of communities and individuals and it can be defined as a "process of collective exploration that takes, as a departure point, the experience and the intuition of individuals - Danilo Dolci (1996).

<p>In which way is this good practice effective?</p>
<p>Conversation encourages students to express themselves. The disposition to listen allows the educator to get closer to the learner's way of thinking and seeing. The students enhance knowledge, understanding and strategies in dealing with heterogeneity and diversity in groups, accommodating multiple perspectives and views.</p> <p>The students develop communication skills: active listening and capacity for clear expression, presentation, cross-cultural communication. They develop transversal competences: reflection, cognitive and relational/ cultural communication.</p>
<p>In which way is this good practice sustainable?</p>
<p>It does not require particular resources and it is sustainable over time.</p>
<p>In which way is this good practice replicable?</p>
<p>It does not require particular resources and it can be replicate in all schools.</p>
<p>What problem was addressed by this good practice?</p>
<p>Communication issues with students and</p>
<p>In which context was the good practice developed?</p>
<p>It was developed in the context of the realisation of the CARMA toolkit, addressed to lower secondary and secondary school teachers working with students in the age range of 11 to 16 years old in general.</p>
<p>Does it take place during the transition from Primary to Secondary School or is it a practice to prevent Early School Leaving?</p>
<p>Yes.</p> <p>Among the target of the project were: secondary school teachers and entry level subject teachers in reading, mathematics and science in particular and students aged 11 to 16.</p>
<p>What resources where needed (time, financial resources, technological, networking..) for the implementation?</p>
<p>The practice requires few hours.</p>
<p>Is there any evidence of success?</p>
<p>In general, the RMA sessions provided by CARMA were very significant to some teachers and interesting to the students. The teachers agreed that RMA is an excellent way to promote student reflection.</p> <p>http://carma-project.eu/wp-content/uploads/2018/10/2.-CARMA-Final-Evaluation-Report-for-teachers-students-school-community-and-policy-makers.pdf</p>
<p>Has this good practice been assessed?</p>

If so please refer to the results of assessment and add links where this assessment can be found

26 teachers implemented collaborative learning and assessment sessions with students during the 2016-2017 school academic year and tested the range of non-formal learning techniques and RMA with a total of 3038 students.

http://carma-project.eu/wp-content/uploads/2018/10/1.-CARMA_Overall-Piloting-Report.pdf

Has this good practice the potential to be successfully applied in the framework of the DREAMS project?

DREAMS can use the same Reciprocal Maieutic Approach and Collaborative Learning as a way to help students to express themselves. The results achieved with the CARMA approaches and techniques have been used to make a positive contribution to the development of more effective policies to support the inclusion of disadvantaged learners and reduce the risk of early school leaving. DREAMS can take a cue from this.

Good Practice 4

Title: CARMA - Co-operative learning in Multi-Cultural Groups

Project: Carma

Describe the good practice and where it can be found:

Co-operative Learning in Multicultural group (CLIM) is a technique where students work together in a diverse group. The interaction in CLIM combines intercultural education with academic content learning. Central CLIM principles include intellectually challenging and open-ended tasks that evolve around a central concept. CLIM projects require a classroom management system using activity cards that allow pupils to decide for themselves what and how they are to do their work, co-operative norms, learner roles and a non-traditional teacher role.

Preparation

The number of students is analogous to the number of roles during the task (group can consist of e.g. leader, reporter, mediator, timekeeper/materials manager, and information manager). The teacher has to prepare clear instructions on paper for the group. If necessary, some literature about the subject, flash cards with the indications for each role can be added. Depending on the instructions, the students might be free or not to present the results of their tasks, choose the material, way of presenting, any other means of presentation. The teacher has to prepare the topic, theme, instruction material, flashcard and roles for the students.

Step by Step

1. Set up the groups of students each consisting of 5 students.
2. Allocate the roles to students in each group: leader, reporter, mediator, timekeeper/materials manager, and information manager.
3. Explain the way each learner intervenes in the process and any role rotations or group reconstructions.
4. Distribute details of the tasks to be completed prepared in advance.
5. Provide space to students to express their impressions of the notion/ concept to be acquired: this can be divided into two phases: (1) an individual expression by the learner using an ad-hoc support (list of words, drawing, diagram, Q-sort, photo-language...) then (2) exchange within each group on the different impressions, followed by a confrontation or debate. This is supposed to develop an initial level of reflexivity with regards to the notion/concept to be acquired and boost the learner's motivation.
6. Propose to students to do reading on the various complementary resources proposed by the teacher, each of which offers a certain insight into the concept/notion. If the nature and origin of the resources are similar from one group to another, they should be different for each learner.
7. Implement cross analysis between students who have had the same resources.
8. Ask students to return to the group (or create new groups ensuring that all the resources are present in each group) and encourage sharing between the students of the key elements in each of the documents.
9. Ask students to present conclusions from the problem situations in a plenary session. Motivate students to imagine original presentation methods (theatre, role play...).
10. Review the key points to be retained on the concept/notion, reply to any outstanding questions, highlight the difficulties encountered during group work sessions and question the behavioural aspects of cooperation (what works, what doesn't) in a concluding session.

Link to the toolkit: <https://cesie.org/media/carma-toolkit-long-en.pdf>

In which way is this good practice innovative?

CLIM rely on multiple abilities so that each individual brings different abilities, problem-solving strategies and experiences to the task consequently providing opportunities for equal participation of all pupils in the interaction.

In which way is this good practice effective?

The students develop intercultural skills, organisational skills, enhance participation, assertiveness and social skills, are able to better manage information. They develop communication, co-operative learning, conflict resolution competences.

In which way is this good practice sustainable?

It does not require particular resources and it is sustainable over time.

In which way is this good practice replicable?

It does not require particular resources and it can be replicate in all schools.

What problem was addressed by this good practice?

The issue to enhance an intercultural education, assure an equal participation in interaction and to allow equal access to learning.

In which context was the good practice developed?

It was developed in the context of the realisation of the CARMA toolkit, addressed to lower secondary and secondary school teachers working with students in the age range of 11 to 16 years old in general.

Does it take place during the transition from Primary to Secondary School or is it a practice to prevent Early School Leaving?

Yes.

Among the target of the project were: secondary school teachers and entry level subject teachers in reading, mathematics and science in particular and students aged 11 to 16.

What resources where needed (time, financial resources, technological, networking..) for the implementation?

Papers, technologies (laptops).

Is there any evidence of success?

In general, the RMA sessions provided by CARMA were very significant to some teachers and interesting to the students. The teachers agreed that RMA is an excellent way to promote student reflection.

<http://carma-project.eu/wp-content/uploads/2018/10/2.-CARMA-Final-Evaluation-Report-for-teachers-students-school-community-and-policy-makers.pdf>

Has this good practice been assessed?

If so please refer to the results of assessment and add links where this assessment can be found

26 teachers implemented collaborative learning and assessment sessions with students during the 2016-2017 school academic year and tested the range of non-formal learning techniques and RMA with a total of 3038 students.

http://carma-project.eu/wp-content/uploads/2018/10/1.-CARMA_Overall-Piloting-Report.pdf

Has this good practice the potential to be successfully applied in the framework of the DREAMS project?

Yes, since fostering diversity is one of the main objectives of DREAMS. This technique helps to students to become conscious of their identities and realize their potentials, values and behavioral patterns, while confronting the others.

The results achieved with the CARMA approaches and techniques have been used to make a positive contribution to the development of more effective policies to support the inclusion of disadvantaged learners and reduce the risk of early school leaving. DREAMS can take a cue from this.

Good Practice 5

Title: *The High school project*

Project: Internet and learning environment– a study to investigate how internet can contribute to create the community of learners and can provide support for students transition from primary to secondary school

Describe the good practice and where it can be found:

This project is part of a larger study undertaken to investigate how the Internet might contribute to the learning environment of students in upper primary school in grades five and six. The study was conducted over the space of one year and data were collected through audio and video recordings in the classroom, as well as by capturing the online interactions of the students both in school related activities and during home-based activities. The study was conducted with a grade six class consisting of 24 students and their teacher. Here the age range of the students was 11 to 12 years old and students were in their final year of primary school. The class was located in a suburb of Sydney, Australia. Many of the students had access to the Internet at home and used it for interacting. This class was selected for the study as it contained networked computers and the teacher wanted to further explore the Internet as a communication tool in the classroom. Nine curriculum projects were implemented in the classrooms incorporating the use of the Internet.

One of the projects was the transition to high school project which is described here.

The High School Project

The High School Project was designed to allow real-time interactions to occur. It was organised so that the grade six students and a grade seven group consisting

of eight students at the local high school could interact with each other on a weekly basis using a chat room.

The Deputy Principal at the high school was approached early in term three with the idea. A meeting was later held with **the Deputy Principal, the librarian** (who would be in charge of the high school students at the time they were interacting), **the computer coordinator, the drama teacher and an external observer** (they are the experts of the project). The Deputy Principal chose drama as the focus subject because he felt that it was a subject that could be shared more easily via Internet and, moreover, interest in the project was expressed by the drama teacher. The high school students came from the drama class being held at the time the Internet sessions were conducted.

The objective of the project was that students from the primary school and high school would share information about high school life. **The intention was to familiarise the primary school students with some of the students and teachers at the high school so they would feel a part of the school community the following year.**

The educational outcome of the project was that the students would undertake an activity related to Drama. A play "Fossils" (Aston, 1995) was chosen for the students to work on together. This play is about conflict and conflict resolution. The primary school students were to learn one or two scenes, which they would then perform at the high school with the grade seven students in the last session. The grade seven students would also perform their scene to the primary school students.

The purpose of interacting online, in relation to the drama component, was to provide the year six students with an overview of the play, as they did not have the opportunity to read the whole play. There was also time set aside, as indicated in the overview below to discuss different roles in a drama production such as acting, directing, lighting etc. and for the students to practise the play.

WEEK ACTIVITY	
1st	Students introduce themselves
2nd	First question and answer discussion. Students from primary school pose questions. High school students also have the opportunity to share their ideas with the primary school students.

3rd	Begin work on collaborative project. Discuss the play and get an overview
4th	Start to look at the different characters in the play and discuss them
5th	Discuss issues of conflict and conflict resolution, which are central themes of the play
6th	Discuss the different roles in drama
7th	Discuss week 8 visit, times, places, expectations. Also allow students to have free interactions
8th	Primary school students visit high school, perform the play and have tour of school, participate in a class lesson and have lunch

The Internet sessions were structured so that 40 minutes was set aside each week for the students to interact with each other online. There were eight lessons scheduled for term four. All of the lessons except for the one in week eight involved the students interacting online.

The project is described in "Supporting students' transition from primary school to high school using the Internet as a communication tool: building the community" an article by Damian Maher, Doctor of Education Faculty of Arts and Social Sciences, University of Technology Sydney

https://www.researchgate.net/publication/232963221_Supporting_students'_transition_from_primary_school_to_high_school_using_the_Internet_as_a_communication_tool

In which way is this good practice innovative?

The practice is innovative because up to now transition experiences are carried on in presence, based on one day meetings and students from primary school rarely can cooperate and work together in projects with students from secondary schools. Internet and technology here offer new possibilities to design and implement transition projects. Students from primary school and high school can interact with each other over a long period of time. Benefits include that students are able to engage in social, procedural and curriculum content as they interacted with each other to build a community of learners which would not have been possible without the use of the Internet over a period of two months. Moreover, the challenges in using online spaces include social and identity issues.

In which way is this good practice effective?

Researches examining social aspects on transition tend to focus on peers. They demonstrate the importance of having friends to support each other during transition due in part to a disruption of their social networks. Including the Internet in a transition programme allows primary school students to develop social networks with high school students who might then provide them support the following year. Younger students increase their self- confidence and this also reduces risks of bullying and peer conformity.

To carry on a project (a performance) with high school students, discussing with them setting, themes, plot, characters, and planning together times, places and other issues develop responsibility, teamworking, negotiation and communicative skills that are significant aspects of school success. Providing sustained time for students to interact via Internet about teachers and school life in general can provide primary school students with a much greater understanding of high school expectations and regulations and potentially decrease anxiety they can feel in facing a new school and a new experience.

As far the secondary school students they are considered more experienced peer rather than expert and this role helps them to act an active role, to take responsibility, to improve their problem solving competences, their communicative skills, their knowledge and understanding of the school life they are attending,

Providing a curriculum subject for students to focus on over a number of weeks via Internet combined with a school visit, allows primary school students to engage in much greater detail with the curriculum and this can give them clearer expectations of learning at high school. This can also provide useful information for teachers so that curriculum in both primary school and high school can be designed with clear links for students.

In which way is this good practice sustainable?

This good practice is sustainable, it does not require any particular cost or resources. It can be carried out during the school time and be part of school timetable both for students from primary and secondary students.

In which way is this good practice replicable?

The Good Practice is replicable in every school. Teachers from primary and secondary schools should plan the steps of the project, and appoint the people in charge of it at the beginning of the school year so that each school can arrange timetables in order to carry on the project.

What problem was addressed by this good practice?

The research questions of this good practice are: can the use of the Internet, as part of the transition project, support students as they prepare to move to secondary school? What are the benefits and challenges in including the use of the Internet in this phase?

In which context was the good practice developed?

It was developed in schools located in Sidney.

Does it take place during the transition from Primary to Secondary School or is it a practice to prevent Early School Leaving?

It happens in the transition from Primary to Secondary school.

What resources were needed (time, financial resources, technological, networking..) for the implementation?

It needed a school year, computers and internet.

Is there any evidence of success?

Results of the study demonstrate that the use of the Internet allowed participants to engage in interactions that provided useful information to the primary school students as a way of preparing them for the transition to high school. Primary schools students, moreover, became more confident and felt relaxed and at their easy to start a new experience in the secondary school.

Has this good practice been assessed?

If so please refer to the results of assessment and add links where this assessment can be found

https://www.researchgate.net/publication/232963221_Supporting_students'_transition_from_primary_school_to_high_school_using_the_Internet_as_a_communication_tool

Has this good practice the potential to be successfully applied in the framework of the DREAMS project?

It is a good example of transition project and it is based on Drama as educational outcome. Central themes of the play are conflict and conflict resolution, and students are directly involved in the play.

4.3. Good practices in Portugal

Good Practice 1

Title: Mentoring o Tutoring

Project: The Indiscipline Prevention Team (EPI - Equipa de Prevenção à Indisciplina) Portugal

Describe the good practice and where it can be found:

Tutoring or mentoring is a form of mutual and informal learning which has distant origins. This is a way of sharing knowledge and experience which has been proved to be extremely useful in educational settings, particularly where there is a “teacher” that plays the role of tutor. Despite its informal characteristic, tutoring should be a structured process, with defined goals and clear roles for both: tutors and tutees, those who benefit from tutoring. The paper aims to discuss these issues. Tutoring or mentoring is a form of mutual and informal learning which has distant origins. Specific Tutorial Support is an additional resource, aimed at reducing retention and early school leaving and, consequently, promoting educational success. Mentoring is a measure of proximity to students, aimed at students in the 2nd and 3rd cycle of Basic Education who accumulate two or more retentions throughout their school career. It aims to increase the involvement of students in educational activities, namely through planning and monitoring their learning process. The Tutoring Plan is put into practice by the Principal at the 3rd Hour of teacher responsible , it is intended to help students at risk of disorganization of the school path, to keep their course and to build their own learning project and to favor the student interaction in the class and at school. This plan is integrated into the Indiscipline Prevention Team (EPI) project.

In which way is this good practice innovative?

In which way is this good practice effective?

This proposal aims to help students, giving academic support, helping in the adaptation to academic context, promoting autonomy in learning, sharing effective strategies and helping in maintenance of positive interpersonal relationships. These aspects are very important to promote academic success in secondary education.

In which way is this good practice sustainable?

The school curriculum should provide good opportunities to build students’ capacities to adapt well during transitions. For example, curriculum and teaching approaches can incorporate opportunities for students to develop resilience, self-

management, communication skills and strategies for dealing with challenges with the tutoring teacher of the class.

Tutor teacher have a significant role in providing a seamless learning transition into secondary school:

- Sharing accurate information with the secondary school, including information about students that might be of concern.
- Preparing students for a new school culture (e.g. discipline, class work, homework).
- Listening to students' concerns about going to secondary school.
- Encouraging students to be positive about change and to take up new challenges.
- Providing tailored opportunities for social and academic development.
- Helping students to step up to leadership positions that help them to be independent and confident.

In which way is this good practice replicable?

The transition to secondary school often coincides with important social, emotional, and physiological changes in the lives of adolescents. Students need to make positive adjustments to their new school and classes so that their wellbeing is maintained, and their learning is coherent and continuous. These practices can be a support for schools in order to facilitate the students transition to a secondary school.

What problem was addressed by this good practice?

- To ensure that students experience success in their learning, so they stay engaged in education.
- To have processes in place to monitor the wellbeing and progress of all students, (especially vulnerable students).

In which context was the good practice developed?

It is developed in a school context. School's values, ethical orientation or culture are fundamental to how well it welcome and supports students.

Does it take place during the transition from Primary to Secondary School or is it a practice to prevent Early School Leaving?

This practice happens in the transition from Primary to Secondary School and to prevent Early School Leaving too.

What resources were needed (time, financial resources, technological, networking..) for the implementation?

Human resources.

Is there any evidence of success?

It is a practice of grouping of schools in Barreiro (Agrupamento de escolas do Barreiro).

Has this good practice been assessed?

If so please refer to the results of assessment and add links where this assessment can be found

Yes

http://www.aebarreiro.pt/docs/AL_2017-2018/Direcao/Docs_AEBarreiro/13ANEXO%20PE%20%20PAEPS%20FINAL.pdf

https://drive.google.com/file/d/0B_4ufONUH8QXZk0yQjFQeEhGc1pWekszV1ZjUzICalhZcHBB/view

http://www.aebarreiro.pt/docs/AL_2018-2019/Direcao/Relatorio_final_do_contrato_de_autonomia_2017-2018.pdf

Has this good practice the potential to be successfully applied in the framework of the DREAMS project?

This practice can be transferred for DREAMS practices.

Good Practice 2

Title: Student Counseling (Orientação Escolar - OE)

Project: The Indiscipline Prevention Team (EPI - Equipa de Prevenção à Indisciplina) Portugal

Describe the good practice and where it can be found:

Student counseling/ Orientação Escolar - OE

The project aims to promote personal and social development, namely in the vocational decision-making process, helping students in choosing the options they are faced with at the end of the 9th grade. This project develops its activity within the scope of the 9th grade school and vocational guidance; sends students to professional courses and alternating education (9th grade). It monitors students with attendance and demotivation problems. It develops network partnerships with the Family Support and Parental Counseling Center (CAFAP- Centro de Apoio Familiar e Aconselhamento Parental). It promotes information sessions for 9th grade students about the secondary education system, publicizing the educational offer.

(Agrupamento de Escolas do Barreiro)

Source:http://www.aebarreiro.pt/docs/AL_20172018/Direcao/Docs_AEBarreiro/5ANEXO%20PE%20PCA%20final.pdf

In which way is this good practice innovative?

Students need to understand what is expected of them in **secondary school**, be prepared for the level and style of work, and be challenged to build on progress at **secondary school**.

In which way is this good practice effective?

This proposal aims to help students, giving academic support, helping in the adaptation to academic context, promoting autonomy in learning, sharing effective strategies, and helping in maintenance of positive interpersonal relationships. These aspects are very important to promote academic success in secondary education.

In which way is this good practice sustainable?

The school curriculum should provide good opportunities to build students' capacities to adapt well during transitions. For example, curriculum and teaching approaches can incorporate opportunities for students to develop resilience, self-management, communication skills and strategies for dealing with challenges with the tutoring teacher of the class.

Student counseling has a significant role in providing a seamless learning transition into secondary school.

In which way is this good practice replicable?

The transition to secondary school often coincides with important social, emotional and physiological changes in the lives of adolescents. Students need to make positive adjustments to their new school and classes so that their wellbeing is maintained and their learning is coherent and continuous. These practices can be a support for schools in order to facilitate the students transition to a secondary school.

What problem was addressed by this good practice?

- To adopt a responsive and solutions-oriented approach to working through issues of students.
- To offer support to students throughout the year.

In which context was the good practice developed?

It is developed in a school context. A school's values, ethical orientation or culture are fundamental to how well it welcome and supports students.

Does it take place during the transition from Primary to Secondary School or is it a practice to prevent Early School Leaving?

This practice happens in the transition from Primary to Secondary School and to prevent Early School Leaving too.

What resources were needed (time, financial resources, technological, networking..) for the implementation?

Human resources.

Is there any evidence of success?

It is a practice of grouping of schools in Barreiro (Agrupamento de escolas do Barreiro)

Has this good practice been assessed?

If so please refer to the results of assessment and add links where this assessment can be found

Yes

http://www.aebarreiro.pt/docs/AL_2017-2018/Direcao/Docs_AEBarreiro/13ANEXO%20PE%20%20PAEPS%20FINAL.pdf

https://drive.google.com/file/d/0B_4ufONUH8QXZk0yQjFQeEhGc1pWekszV1ZjUzICalhZcHBB/view

http://www.aebarreiro.pt/docs/AL_2018-2019/Direcao/Relatorio_final_do_contrato_de_autonomia_2017-2018.pdf

Has this good practice the potential to be successfully applied in the framework of the DREAMS project?

Yes. This practice can be transferred for DREAMS practices

Good Practice 3

Title: Distance Teaching

Project: The Indiscipline Prevention Team (EPI - Equipa de Prevenção à Indisciplina) Portugal

Describe the good practice and where it can be found:

Taking into account the pandemic situation by COVID-19 and the school closures that occurred on March 13, 2020. After the identification of technical conditions supporting Distance Teaching, access to computers and internet, such as identification:

- Platforms with which teachers, trainers, students and trainees are most familiar.
- Alternative means used.
- Remote monitoring for the clarification of doubts.
- Online training on distance learning and the use of platforms.
- Technical and pedagogical support team.

Mobilization of partners to maintain contact with the most vulnerable students (Articulation with the CPCJ, techniques to accompany families under the minimum income protocol, “NOS” and “CATICA” via telephone; Direct contact with representatives of parents in each class; Mobilize delegates and subdelegated of class to eliminate the isolation of some students).

The school creates institutional e-mails for all the students in each class, it is a solution that answers more easily to all the students. The process of authorising the use of data by parents could define this need.

On the first day of the 3rd term, the class director/teacher held an online meeting with the parents to explain the necessary procedures in order to be able to liaise with the school.

The timetable of the synchronous sessions was made known to the parents.

A Classroom was created per subject by the class teacher. In each class, the Special Education teacher was added to the respective Classroom. In addition, a support Classroom was created for Special Education teachers in classes where there are students under *Dec. 54/2018*.

On April 14th, the 3rd Period began in full, in the achievement of a distance education that was planned, developed and implemented in the field. Google classroom platforms were created for all classes. Certainly, there are still many aspects to be improved, but we are fortunate to have a mobilizing and active Board, which has always been at our side.

In which way is this good practice innovative?

Students needs to understand what is expected of them in **secondary school**, be prepared for the level and style of work, and be challenged to build on progress at **secondary school**.

In which way is this good practice effective?

This proposal aims to help students, giving academic support, helping in the adaptation to academic context, promoting autonomy in learning, sharing effective strategies and helping in maintenance of positive interpersonal relationships. These aspects are very important to promote academic success in secondary education.

In which way is this good practice sustainable?

In which way is this good practice replicable?

The transition to secondary school often coincides with important social, emotional and physiological changes in the lives of adolescents. Students need to

make positive adjustments to their new school and classes so that their wellbeing is maintained and their learning is coherent and continuous. These practices can be a support for schools in order to facilitate the students transition to a secondary school.

What problem was addressed by this good practice?

- To adopt a responsive and solutions-oriented approach to working through issues of students.
- To offer support to students throughout distance education.

In which context was the good practice developed?

It is developed in a school context. School's values, ethical orientation or culture are fundamental to how well it welcome and supports students.

Does it take place during the transition from Primary to Secondary School or is it a practice to prevent Early School Leaving?

This practice happens in the transition from Primary to Secondary School and to prevent Early School Leaving too.

What resources where needed (time, financial resources, technological, networking..) for the implementation?

Human resources.

Is there any evidence of success?

It is a practice of grouping of schools in Barreiro (Agrupamento de escolas do Barreiro)

Has this good practice been assessed?

If so please refer to the results of assessment and add links where this assessment can be found

Yes

http://www.aebarreiro.pt/docs/AL_2017-2018/Direcao/Docs_AEBarreiro/13ANEXO%20PE%20%20PAEPS%20FINAL.pdf

https://drive.google.com/file/d/0B_4ufONUH8QXZk0yQjFQeEhGc1pWekszV1ZjUzICalhZchBB/view

http://www.aebarreiro.pt/docs/AL_2018-2019/Direcao/Relatorio_final_do_contrato_de_autonomia_2017-2018.pdf

Has this good practice the potential to be successfully applied in the framework of the DREAMS project?

This practice can be transferred for DREAMS practices.

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6. About the partners

Associació La Xixa Teatre Spain

La Xixa Teatre Association is a non-profit organization founded in 2010 that aims to research, develop and multiply educational and theatrical tools as a means for social transformation. We believe that education at all ages is the key for social change towards a world with equal opportunities. The scope of our activities are aimed towards the following topics:

- School Education, Early School Leaving, Prevention of Risk Behaviour among Youth;
- Intercultural Communication, Racism, Xenophobia, Social Inclusion and Integration;
- Gender, Equality Policies, and Sexual Diversity;
- Peace Culture and Co-existence, Active Citizenship, Civic Engagement, and Local Development.

The mission of La Xixa is to facilitate the creation of spaces for empowerment through Participatory Methodologies, Process Oriented Psychology and Theatre of the Oppressed to generate processes of individual and collective transformation in contexts of social vulnerability. Participatory Methodologies allow a group with diverse interests to acquire an ever greater role in the analysis of their own reality and decision-making, thus all agents become crucial actors in their own development. Process Oriented Psychology focuses on developing a state of consciousness; i.e. helping individuals and groups to create awareness on how they perceive and live their experiences, and gives them tools to learn to change their approach. Theatre of the Oppressed Theatre (TO) puts theatre at the service of education. We conduct workshops for various groups, training for trainers and artistic actions at a local and international level. We are a multi-disciplinary and multicultural group of collaborators, trained in the field of social sciences, pedagogy and arts. The diversity within our team enriches our social and creative work, and that keeps us in permanent training and learning.

Escola L'Esperança

Spain

Escola L'Esperança, founded in 1965, is located in an economically and socially affected district of Barcelona. We teach students between the ages of 3 to 18, many of whom suffer from school failure. Our school aims to promote the full development of the students' personality, that is, to carry out a comprehensive education. We are open to all students who wish to receive an education at our school. We work as a community in which everyone is accepted and everyone has a voice, and the opportunity to actively participate and engage. Our educational community is the result of the harmonious integration of all levels involved in the school: ownership, teachers, students, parents of students and staff of administration and services.

CESIE

Italy

CESIE is a European Centre of Studies and Initiatives based in Palermo, Sicily. It was established in 2001, inspired by the work and theories of the sociologist, activist and educator Danilo Dolci (1924-1997). Our mission is to promote educational innovation, participation and growth. CESIE is structured in 6 main units:

- Higher Education and Research: fostering progress, sustainable and responsible research and innovation in Higher Education and Research Systems;
- Rights and Justice: promoting equality, protecting the rights of people, preventing and developing responses to violence and discrimination;
- Adult: upgrading lifelong learning in adult education, boosting innovative practices and developing key competences for adults;
- Migration: developing effective and inclusive approaches for asylum seekers, refugees, and migrants;
- School: improving quality and efficiency in school education;
- Youth: enhancing active citizenship, training, education, and mobility of young people.

CESIE staff is composed of 50 individuals with a wide range of qualifications, skills and professional profiles, united by a deep sharing of ideals that lead our activities. At the same time, we rely on about 150 external experts that collaborate for specific activities, and 100 interns and volunteers who join us every year. CESIE's slogan "the world is only one creature" expresses the philosophy for which the organisation works: inclusion and equity for all.

Istituto Comprensivo Statale Cassarà – Guida Italy

Our institution, located in Partinico, Palermo, is a mainstream school attended by about 900 students from 3 to 14 years old. It's located in a town of 30,000 inhabitants. There are 120 teachers and 22 non-teaching staff members. The students come from different socio-economic backgrounds and cultural origins, as well as pupils with migrant experiences, facing difficulties and or with disabilities. The school focuses on a learner-centred curriculum and aims for an education where every student counts. Our everyday work is based on promoting inclusion, tolerance and the respect for rules of coexistence where everyone is properly treated. The growth of the school as a community is based in making sure everyone feels well, and can be an active member with a leading role in his/her learning process. Our teachers train regularly to update their teaching methods, and to develop learner's competences trying to use inclusive strategies to help them be successful.

Agrupamento de Escolas do Barreiro Portugal

Barreiro is a Portuguese town in the district of Setúbal, Lisbon. It is a small municipality of 77,893 inhabitants. The school belongs to a large group of schools in Barreiro. It is a unit of public schools, and the headquarters integrate both Primary and lower Secondary. Our guiding principles are:

- Efficiency, to achieve the proposed results with the available resources;
- Equity, so that all processes guarantee equal opportunities;
- Freedom, so that each person can develop their individual educational project;
- Social cohesion, for a collective project, a culture and common values: the school we want is based on humanistic values, social, cultural and environmental.

The DREAMS Project will provide an opportunity for our students and staff to share experiences, to promote their participation in an efficient and constructive way in social life, and to explore the European dimension using various aspects of curriculum areas, and encouraging creativity.

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REPORT, SEPTEMBER 2020
SPAIN | ITALY | PORTUGAL

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PROJECT PARTNERS

ASSOCIACIÓ LA XIXA TEATRE | SPAIN

ESCOLA L'ESPERANÇA | SPAIN

CESIE | ITALY

ISTITUTO COMPRENSIVO STATALE CASSARÀ-GUIDA | ITALY

AGRUPAMENTO DE ESCOLAS DO BARREIRO | PORTUGAL



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