LINC

EVERYONE MATTERS! Holistic, inclusive, community-building approaches for early and continuous interventions addressing ESL

A community for preventing
Early School Leaving

H.Tsalapatas, O. Heidmann, R. Alimisi , D.Koutsaftikis

PARTENSHIP

* University of Thessaly (GR)
* Center for Flexible Learning (SE)
* IRETETH/CERTH(GR)
* ORT FRANCE (FR)
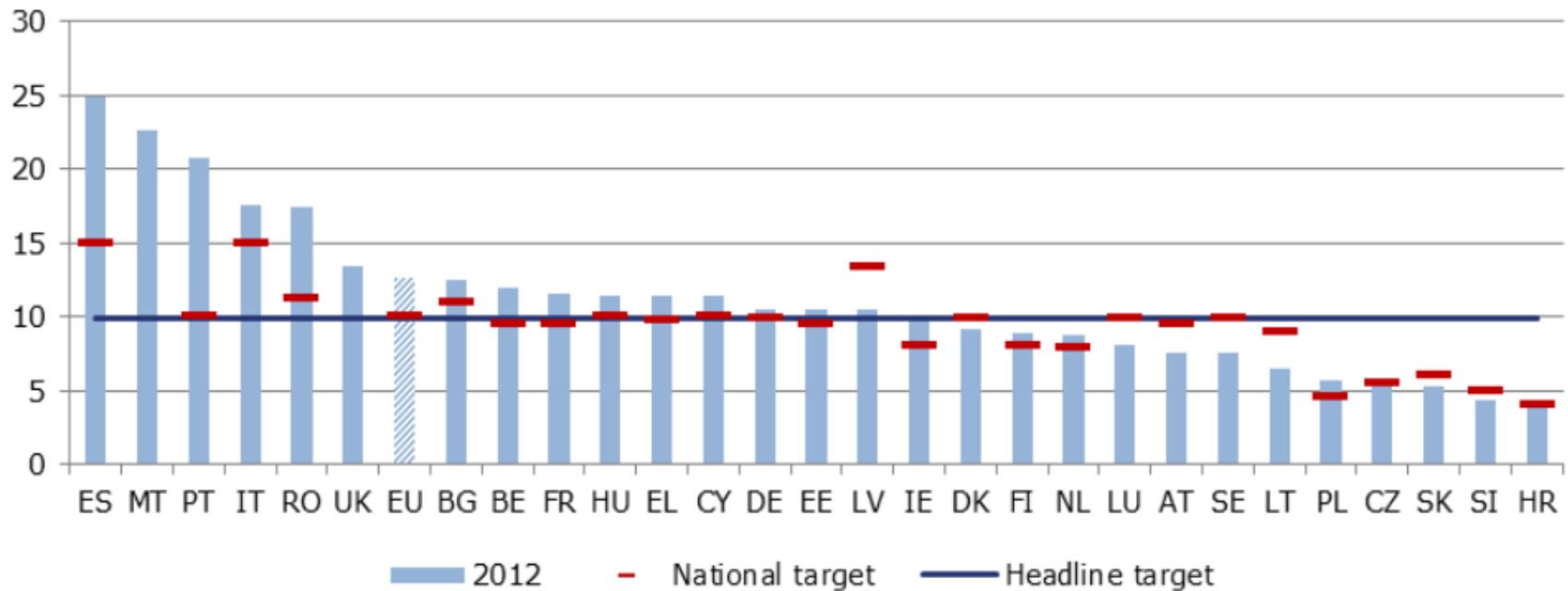* 1st primary school of Volos (GR)
* 6 ZS Kolin (CZ)

Definitions

At EU level Early School Leaving (ESL) rates are defined by the proportion of the population aged 18-24 that has only lower secondary education or less and are no longer in education or training
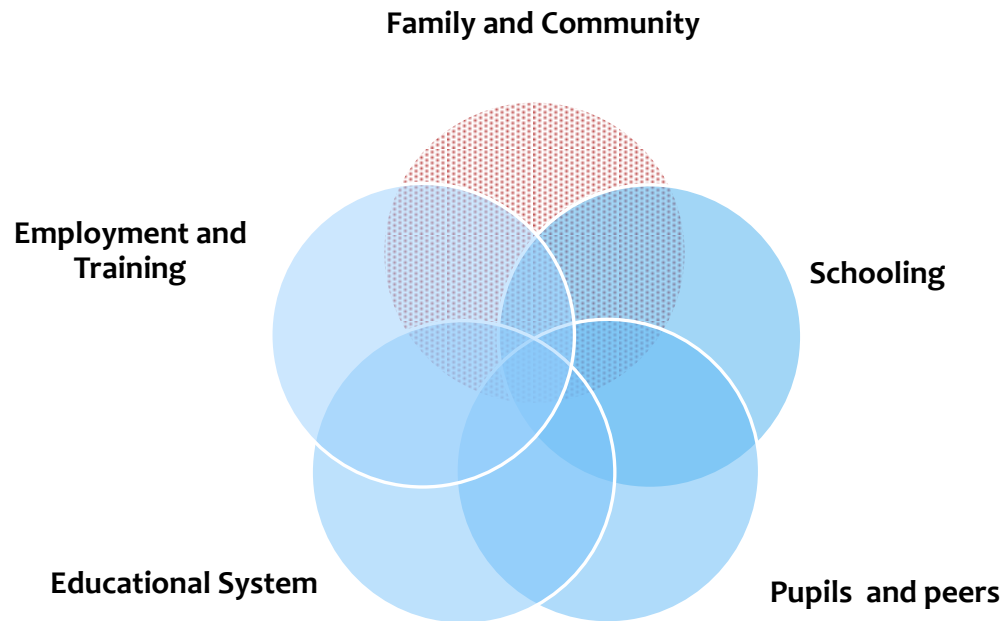
Early School Leaving: Event or Process?

Early school leaving rates (2012)

ESL rate 2012, Europe 2020 target and national targets (source: Eurostat)

Factors that increase the ESL risk within 5 levels

Family and Community

Employment and Training

Schooling

Educational System

Pupils and peers

5-level framework (information retrieved from NESSE Report, 2010)

'early school leaving is a long term, multi-dimensional process that is influenced by a wide variety of school and out-of-school experiences with broad social and cultural implications'

(Foster, Tilleczek, Hein & Lewko, 1993)
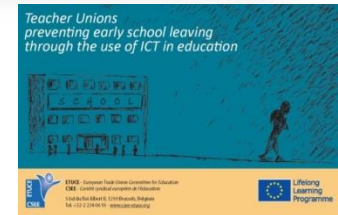
Initiatives through EU programs

RESLEA – Reducing Early School Leaving of Young People

LINC Innovation
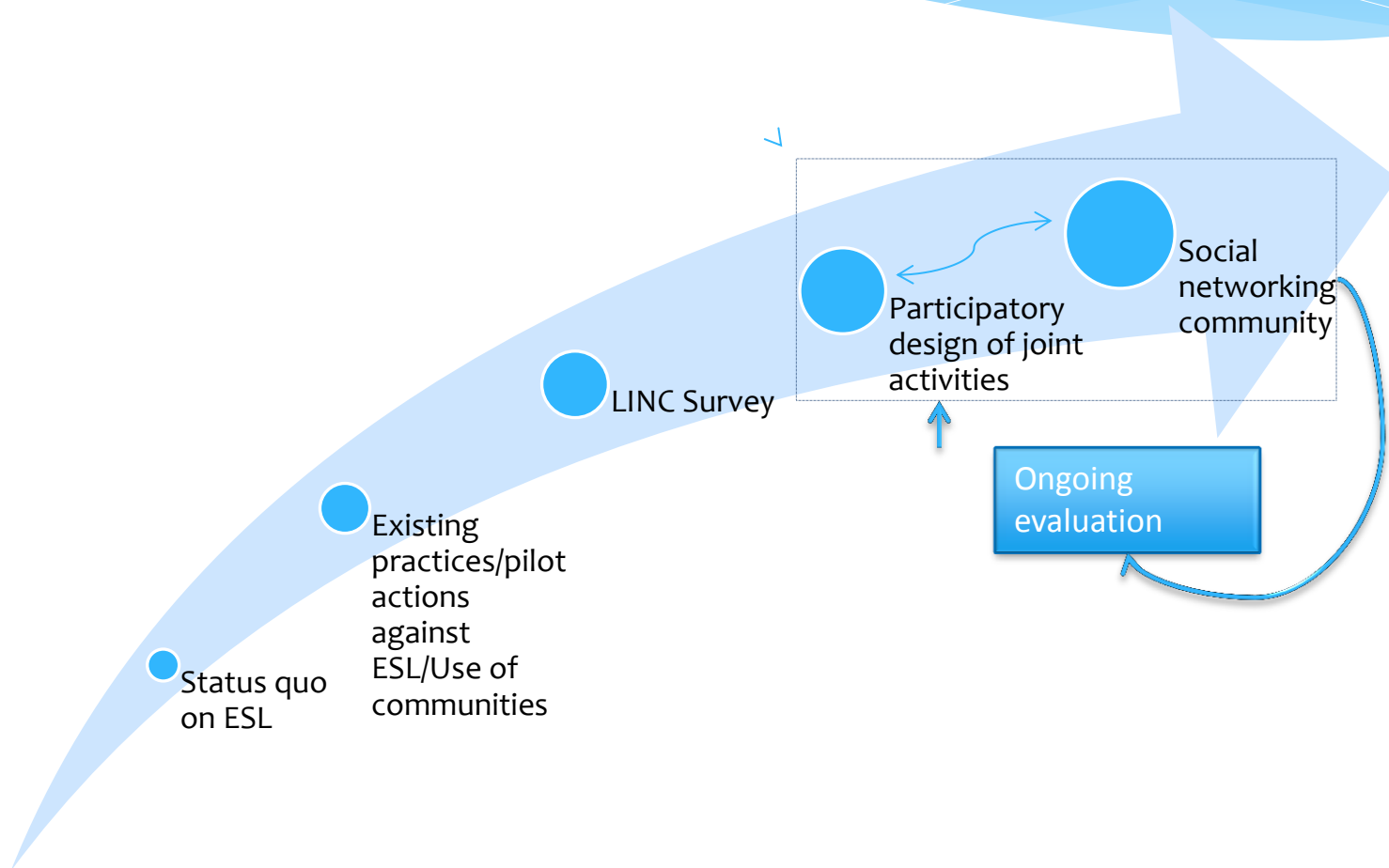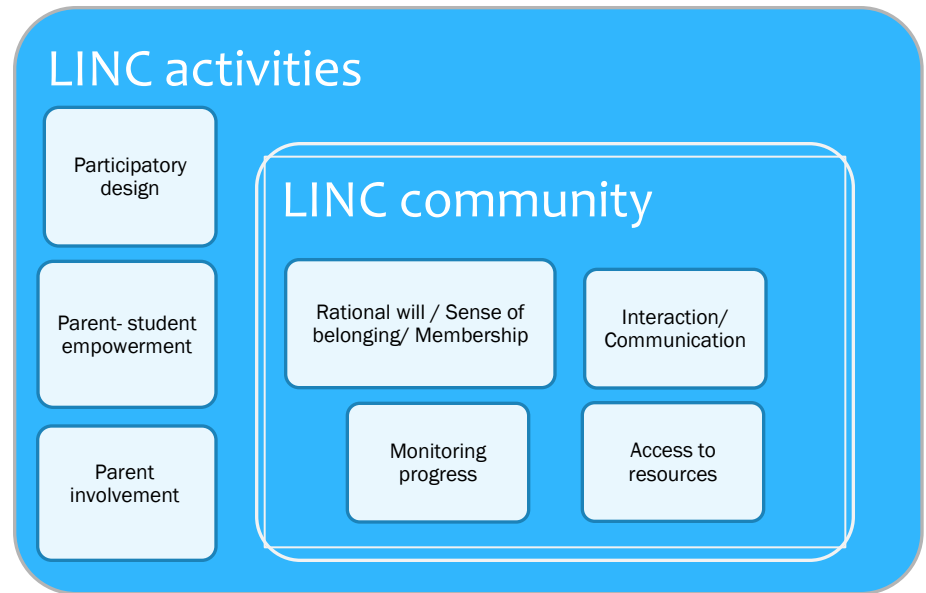
* **Early intervention** in primary school
  * addressing ESL before the ESL warning signs are already visible
* Focus on **parent empowerment and involvement**
  * **Joint parent-student activities**
* **Social networks** and **community-based practices** to promote **parent-school communication**
* **Teachers as designers** of learning activities for parent-student interaction

LINC Methodology

Status quo on ESL

Existing practices/pilot actions against ESL/Use of communities

LINC Survey

Participatory design of joint activities

Social networking community

Ongoing evaluation

Pedagogical framework

- Blended learning design
  - Community- building
  - Inclusive learning
  - Experiential learning
  - Storytelling practices
    - Digital storytelling

LINC activities

Participatory design

Parent- student empowerment

Parent involvement

LINC community

Rational will / Sense of belonging/ Membership	Interaction/ Communication
Monitoring progress	Access to resources

LINC Community

* Defined roles
* Multilingual interfaces
* Content/ Resources
* Tools for communication and online interaction
* Engagement strategy

LINC Activities

* 10 activities for family-school connection

Ideas matter! Regular visits to site of interests and follow-up discussions, story-telling tasks, small- scale studies about specific social problems, interviews with people from varying backgrounds, activities related to school curriculum but also go beyond it (i.e green development)

Treasure Hunt: acting within a community

* Teacher as designers of the treasure game
* Experts' involvement
* Groups of treasure hunters
  * students, parents, teachers
* Focus on specific areas of interest
* Intercultural touch
* Interaction with other citizens in order to gain more information or to seek for help
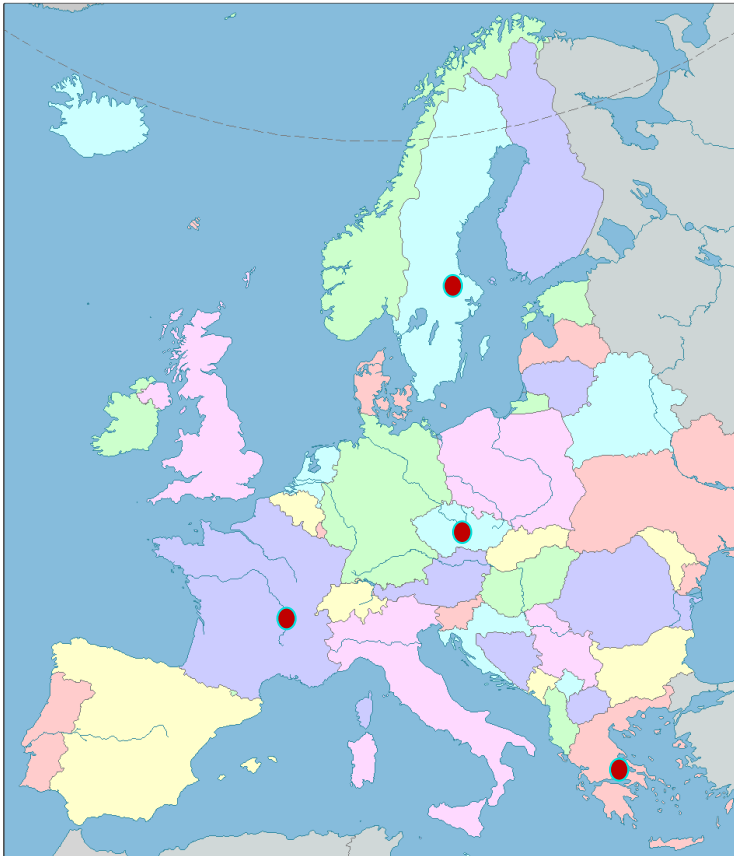

The treasure is located in a site of interest, an important street, a specific building in the city.

Clues indicate the route to the treasure

The road is long, full of adventure and full of knowledge

Clues must be written in away according to which parents can contribute without neutralizing students' role.

Evaluation sites and activities

Where?

    Greece, France, Czech Republic, Sweden

With whom?

    Teacher, parents, students

How?

    On-going qualitative evaluation

    Observation

    Field notes

    Focus groups

    Interviews

Evaluation plan

* Participatory observation
  * qualitatively gathering of data during teacher, parent, and student engagement in the LINC school community and activities
  * field notes and think aloud practices
* Interviews with participant teachers and parents
* Documentation of students' feedback

Foreseen outcomes

* The social networking community for supporting Learners, Parents, and Teachers in early tackling ESL

* 10 learning activities that foster family-school communication

* Good practices on deployment targeting parents and teachers

* Web2.0 services for online communication

* Learning requirements/methodologies reports and status quo analysis

* Workshops in Greece, France, Sweden and Czech Republic

Instead of conclusion

LINC project embraces the idea that school does not exist in isolation and that **family-school partnership** is an integral part of school education quality.

Website: http://linc-project.eu

PARTENSHIP

* University of Thessaly (GR)
* Center for Flexible Learning (SE)
* IRETETH/CERTH(GR)
* ORT FRANCE (FR)
* 1st primary school of Volos (GR)
* 6 ZS Kolin (CZ)

List of References

Stop drop out : http://www.stop-dropout.eu/index.php?id=5

Prevent: http://urbact.eu/en/projects/active-inclusion/prevent/homepage/

Resl.eu: http://ec.europa.eu/research/social-sciences/projects/542_en.html

Reslea: http://www.menon.org/projects/reduction-early-school-leaving-of-young-people/

School Inclusion project: http://schoolinclusion.pixel-online.org/

Stay at school: http://stayatschool.pixel-online.org/info/partnership.php

DO-OR project: http://site.han.nl/educat/cie/door/products.htm

Restart: http://qeceran.cluster003.ovh.net/projects/Restart/Restart_index.htm

NESSE report: http://www.nesse.fr/nesse/activities/reports/activities/reports/early-school-leaving-report

Presto project: http://prestoproject.eu/

EVAVELT: http://evalvet.eu/taxonomy/term/6

RAPPORT: http://seedlearn.org/rapport-prevent-early-school-leaving/

Feight: http://www.ldvfeight.eu/

COFACE: http://www.coface-eu.org/en/

REPEC:http://ideas.repec.org/p/dgr/umaror/2008003.html

NESSE report :http://www.nesse.fr/nesse/activities/reports/activities/reports/early-school-leaving-report

Resist: http://www.resist-project.eu/

ESSE project: www.esseproject.eu

DROPS: http://www.comenius-regio-drops.eu/index/26/

Sedrin: http://sedrin.eu/index.php/en/

Fotel: http://fotel-project.eu/node/2

RomeUP: http://rom-up.eu/project.htm

IT-CLEX: http://www.itclex.eu/index.php/en/