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LIKE - Life Skills For Improving
Primary School Environment
2017-1-HU01-KA201-035988



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The Project

Several studies in the last years have addressed the issue of “early school leavers” (ESL): among the causes of ESL investigated, it appeared that low self-esteem seems to “freeze” the ability to solve problems. There is a clear need for the education system to offer shared alternatives to prevent school drop-out ahead of time. The causes of ESL are mainly due to situations that encompass family and school, in relation to all social-pedagogical area that includes the ability to achieve certain educational standards identified as referential models.

The factors that cause the drop out of the education context derive from poor performances of learning difficulty existing since the early school years, from unsuitable or no planning of the leisure and individual time, combined with a limited participation in the activities carried out within the school.

In some cases, weak verbal skills are associated with these factors. Throughout life, the ability to learn continuously and autonomously is listed as a prerequisite for social inclusion. This gives the school the task of providing students with intellectual tools, but also the beliefs and self-regulation skills throughout their lives. The school has the task of providing students with intellectual tools, but also the beliefs and self-regulation skills throughout their lives.

The promotion of rational and emotional abilities represents a social and political significant value, given the conditions of high unemployment of young people and the intensification of strict mechanisms of competition between people and countries.

Early school leaving is an obstacle to economic growth and employment for EU Countries. It hampers productivity and competitiveness, and fuels poverty and social exclusion.

With this shrinking workforce, Europe has to make full use of its human resources.

Young people who leave education and training prematurely are bound to lack skills and qualifications, and to face serious, persistent problems on the labour market.

It aims to inspire and generate the development of a comprehensive approach to ESL.

The project intends to develop and disseminate an innovative pedagogic method, based on the centrality of pupils and of their emotional needs and requests, aiming to prevent and/or to face the early school leaving phenomenon.

Their aim is to develop a unique pattern flexible enough to be adapted to the specific contexts and conditions of the different regions and individual situation.

LIKE project takes stock from the results obtained through the experience of the SSP and, specifically, the methodological approach adopted for the development of the teaching kit (manual and tutorials) based on life skills, which was adopted in schools identified by the partnership for the experimentation.



Objectives

The expected results of the project are the following ones:

- Transfer of methodologies and effective tools
- Experimentation and tune up of guidance services at all levels of education, and particularly in relation to the first cycle of education
- Experimentation of training curricula specifically addressed to school teachers
- Contribution to the redefinition of school curricula with regard to life skills
- The development of models of intervention on the phenomenon of early school leaving to be replicated and exploited, focusing on inclusion
- Testing of non-formal education methodologies
- Development of a system for monitoring and evaluation of the achieved results
- In the long term, an elevated rate of educational success (reduction of school drop-outs), and an increased levels of youth participation in educational and vocational curricula with a consequent reduction of the competences mismatches between educational system and labor market

