



Erasmus+



LIKE-Life Skills For Improving
Primary School Environment
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Project description

As phrased prior to the project, Early School Leaving (ESL) is an obstacle to economic growth and employment for EU Countries. It obstructs productivity and competitiveness, and fuels poverty and social exclusion. In 2019, the share of early leavers from education and training in the EU stood at 10.2%. In other words, one in ten individuals aged 18-24 years with at most a lower secondary level of educational attainment (ISCED 0 - 2) was not engaged in any further education and training in the four weeks preceding the survey. The Europe 2020 target was to reduce the rates of early school leaving in the EU to below 10% by 2020. In 2019, this share was already below 10% in a majority of regions with some of the lowest shares concentrated in Eastern Europe and in capital regions.

Among the EU regions, the lowest share of early leavers from education and training (1.7%) was recorded in the coastal/island region of Jadranska Hrvatska (Croatia). There were three other regions where no more than 1 in 50 young people were early leavers: the capital regions of Czechia and Lithuania — Prague and Sostinés regions (both 1.9%) — and the Greek region of Kentriki Makedonia (2.0%). 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. As defined in the booklet edited by the European Commission and entitled 'A whole school approach to tackling early school leaving', Early school leaving ESL is a pressing concern for the individual, for society and the economy. The skills and competences gained in upper secondary education are seen as the minimum credentials for successful labour market entry and as the foundation for further learning and training opportunities. These skills and competencies help prepare young people for life, developing the potential in every person so that they become fulfilled and active citizens. Yet 11.1% of 18 to 24 year-

olds have left education and training without completing an upper secondary programme according to Eurostat 2014 data.

The project proposal was based on the Communication From The Commission To The European Parliament, The Council, The European Economic And Social Committee And The Committee Of The Regions "Tackling early school leaving: A key contribution to the Europe 2020 Agenda".

The project aims 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. The aim is to develop a unique pattern flexible enough to be adapted to the specific contexts and conditions of the different regions and individual situations.

The Like Project involved 9 partners coming from 6 EU countries. Partners are research centers, no profit organizations, authorities and associations with long-standing relevant experience and strongly involved with problems connected to the education system governance and development.

The project expected that the pupils learn to fill their existential, communicative, relational and training needs; develop the motivation to study; the project managed to fulfil these requirements. This was possible through a process of meaningful learning and training, in order to identify, concepts and meanings, to understand the importance of collaboration to be able to perform their cognitive and socio-emotional growth.

Prior to the project we believed that operators and teachers had to improve their ability to "read" the starting positions of students in terms of identifying cultural levels, modes of communication and relational learning styles of each.

The project aimed to set up and transfer the methodologies and effective tools to bring out recommendations useful to identify and combat the phenomenon of school drop-out and obtain target required by the target communities in the partnership countries, giving a contribution to the redefinition of school curricula with regard to life skills.

During the project in the collaboration of the partners, a Pedagogical Toolkit was created after the conceptualization of the model had been initiated. The procedures described in the Toolkit were implemented in the schools of the partner countries. Following the implementation, the impact of the procedures on the life skills of students was measured with the developed survey tool 8phrased in IO2. The results at the international level were analyzed.

All the planned outcomes were realized: 1) the Toolkit was created and translated into the language of all partner countries, 2) the survey tool were created, validated by a psychologist as suggested during the monitoring visit by the pedagogical expert delegated by the National Authority, plus the pedagogical intervention was implemented. The project proposal was based on the Communication From the Commission to the EU Parliament, The Council, The European Economic and Social Committee and The Committee Of The Regions "Tackling early school leaving: A key contribution to the Europe 2020 Agenda."

When conceptualizing and implementing our project we closely monitored other KA2 projects so that we would find the niche in our intellectual outputs. We attempted to build on previous and existing

projects but we always kept in mind the need for innovation. The following KA2 projects were taken into robust consideration:

RUSESL project coordinated by EUROPEN-PEN International e.V., Germany was a major funding project accepted by the European Commission Executive Agency for research and piloting of the following: Reducing Upper Secondary Early School Leaving using the Practice Enterprise concept and methodology. Teachers training facilitated the teachers' work regarding the simulation activity and develop the necessary competencies for planning and running pilot experiences.

In the project 'Nonformal activities for inclusive groups of students' (2016-1-RO01-KA201-024566) project coordinated by SCOALA NICOLAE the project partners (schools and an NGO experienced in increasing school and social participation of students with special needs with young and motivated teams) carried out different local or transnational activities. Trainings of teachers during this project led to acquiring specific competencies for organizing inclusive non-formal activities for 179 teachers from all partners.

In the project 'Creating Peace' (2014-1-CZ01-KA201-001841) the aim was to coach students with special educational needs to develop their transversal skills, especially interpersonal and intrapersonal skills and critical reading and thinking in order to help them to integrate more easily into local society. The theme of the project - Thirty Years' War - was inspired by the project's last Comenius project's meeting in Osnabrück, one of the cities where peace negotiations before the Peace of Westphalen were held.

In the MENTEE project (MEntoring, NetwOrking and Training for European Entrepreneurs 82014-1-PL01-KA202-003383). MENTEE objectives included transfer a successful mentoring model to the target group of young entrepreneurs, training and preparing experienced entrepreneurs to use mentoring (Mentoring Circles) of disadvantaged backgrounds, providing face-to-face mentoring to young entrepreneurs in 4 partner countries and to adapt an online platform for further learning and networking opportunities. The Intellectual Outputs developed by Mentee were Competence frameworks for key entrepreneurship competences and key mentoring competences, social collaborative & learning platform for young entrepreneurs

Open the project's mind, change the project's life (2016-1-PL01-KA201-0265779) There were over 3000 people directly and indirectly involved in the project. Students aged 12-16 who have high rate of absence at school and face underachievement were the target group. The main aim of the project was the prevention of early school leaving and playing truancy, the improvement of key competences (reading comprehension, communication in mother and English language, entrepreneurship, civic competences, ICT skills), and what is more, the improvement of school results of underachieving students (mainly in maths and physics).

To achieve the aims there were applied activating methods, informal education, ICT tools and various workshops to learn by doing and experiencing. The project included the meetings with employers,

visits, lectures and workshops at universities to help students to enroll in higher education and get to know the adulthood and the labour market. There were not only international activities but also local ones for example educational trips, meetings with specialists and employers.

On the basis of what intellectual outputs are in existence we can assert that no such toolkit, a teachers' treasure box, had been created before targeting the development of children's life skills. The project intended to develop and disseminate an innovative pedagogic method on the basis of the centrality of pupils and of their emotional needs and requests. It aimed to prevent early school leaving. The conceptualization of the project was conducted on grounds of the previous ERASMUS KA2 project entitled "SCHOOL STILL PLAYS". This project (550482-LLP-2013-1-KA1-KA1ECETB) aimed to challenge early school leaving at both a political and educational level. As phrased in the project application, LIKE project benefited from the results procured via the experience of the "SCHOOL STILL PLAYS" project.