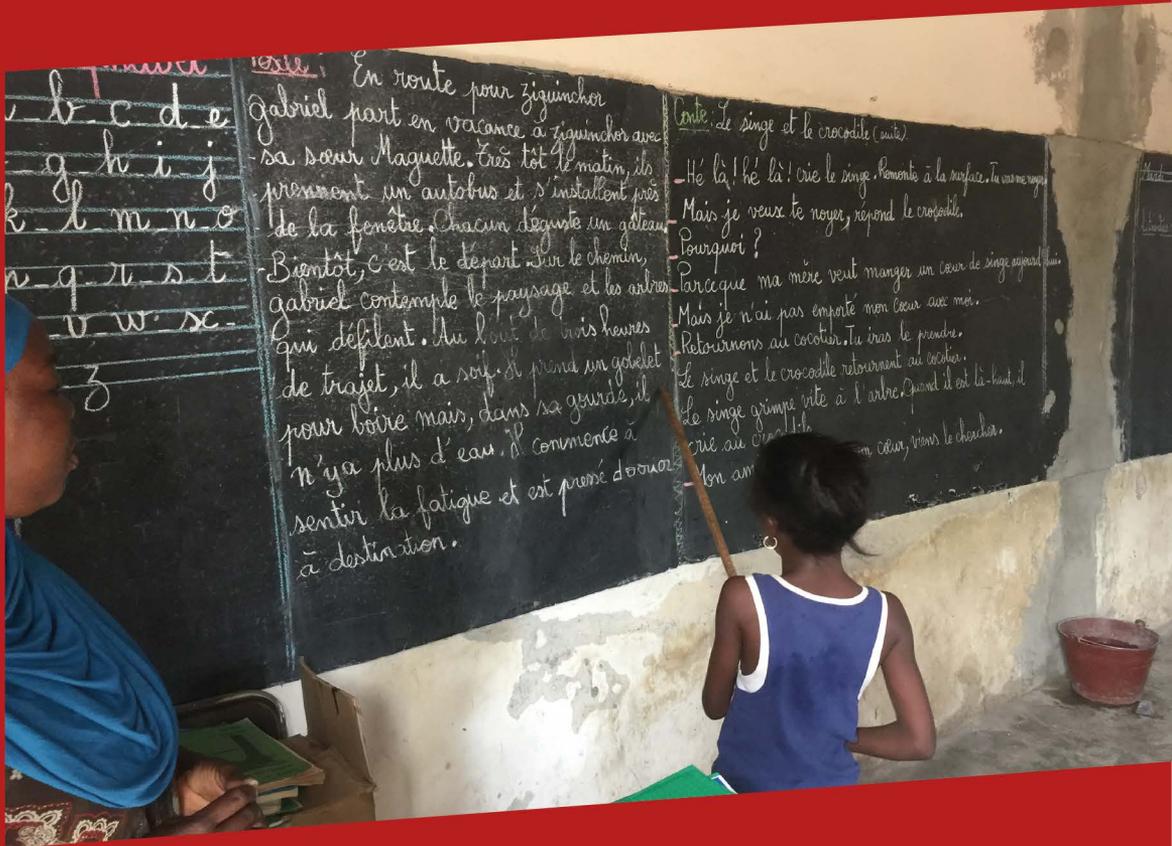




Edu-Action



MANUAL

Best practices against Early School Leaving

Realised by



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MANUAL

KA2 - Cooperation for innovation and the exchange of good practices - Capacity Building in the field of Youth



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*Educating the mind without educating the heart is not
educating at all*

Aristotle

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This project would have been impossible without the support and collaboration of the coordinator and partner organizations' staff from the drawing up to the implementation.

The core element of a project like Edu-Action is the participation of the youth workers. They are the beating heart of the work we do as non-profit organizations fostering international mobility.

We saw them arrive in Palermo full of hopes and passion, they took part in the activities of the first seminar with the willingness to learn as much as possible, looking forward to going abroad.

During the job-shadowing period, they learnt how to look to the reality and to themselves from a different point of view. They had become aware of their limits and they had overcome them.

They came back to Palermo with eyes full of willing to change the world and to share what they've learnt with their peers.

They gave us the strength to keep on doing our job as educators and as project managers.

Therefore, we warmly want to thank for their participation:

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Overview of the project

Following the benchmark of the Europe 2020 Strategy to reduce early school-leaving (ESL) to 10%, the project “Edu-Action” aims at fostering cooperation and exchange in the field of youth between Programme Countries and Partner Countries from different regions of the world through involving youth organizations that aim at increasing school attendance. The participating organizations are Per Esempio (IT), Fekete Sereg Ifjusagi Egyesulet (HU), Future au present-FAP (SN), Jeevanrekha Parishad-JRP (IN); Santa Casa de Misericordia-SCMS (PT); Fundación Aprendizaje en Acción-AEA (BO) The setting-up of the consortium is based on the partners’ strong commitment, previous experience and expertise in the field of education. Altogether eleven youth workers participated in two seminars before and after a one-month-long job shadowing period spent at one of the partner organizations. The foreseen activities were composed by informal and non-formal learning methods such as learning by doing, peer education and active participation following a socio-educational approach.

The objectives of the project are:

ï to promote discussion and dialogue about social, political and economic dynamics that lead young people to turn away from school and from the world of education;

ï to develop the personal and professional competencies of youth workers in the field of non-formal education and learning;

ï to identify and exchange good practices combating early school leaving suitable to be applied in the participating countries and ready to experiment and further develop at a wider international level.

Besides the professional development of youth workers dealing with the issue of ESL and school attendance in general, the project will result in the enlarged capacity of the participating organizations and in the development of quality youth work offered by other actors in the field (especially of the ones working with early school-leavers and

students at risk of school drop-out). Furthermore, it will strengthen the European dimension in the participating organizations and their enlarged network and most importantly, the project will enhance the capability of identifying good practices addressing the topic and its applicability on an international level.

This manual is the final deliverable of the project. It will be available on-line for free beyond the project's lifetime.

Chapter 1: Early school leaving in the participant countries

1.1 What is early school leaving?

Early school leaving (ESL) has been increasingly recognised as one of the main challenges faced by European societies. For the majority of young people, leaving education and training prematurely is both a result of educational, psychological and social problems and a cause of continuous social insecurity. European education and training systems lose hundreds of thousands of young people each year, who are then equipped with inadequate skills for their future life. Reducing ESL to less than 10 % by 2020 is a headline target for achieving a number of key objectives in the Europe 2020 strategy and one of the five benchmarks of the strategic framework for European cooperation in education and training (ET 2020).

The European Agenda for New Skills and Jobs underlines the need to increase overall skill levels and to give priority to the education and training of those at risk of economic and social exclusion, in particular early school leavers. This document provides basic data on ESL across Member States, outlines the main factors causing ESL and presents examples of policies and measures to prevent or reduce it. It highlights strategies against ESL that are based on evidence consisting of prevention, intervention and compensation measures and involve all relevant actors and stakeholders.

The definition of 'early school leaving' used at EU level refers to 'those young people who leave education and training with only lower secondary education or less and who are no longer in education and training'. In statistical terms, European ESL rates are measured as the percentage of 18-24 year olds with only lower secondary education or less and who are no longer in education or training. However, many Member States define and measure ESL differently. ESL can mean leaving education and training systems before the end of compulsory schooling, before reaching a minimum qualification or before completing upper secondary education. Whilst the term ESL may include all forms of leaving education and training prematurely, the term 'school drop-out' often refers to discontinuing an on-going course, e.g. dropping out

in the middle of the school term. Drop-out from education can occur at any time and can happen to different age groups. The way ESL is defined plays a crucial role in the development of policies to prevent or reduce it. Focusing on school drop-out emphasises the need to prevent drop-out from occurring. It also emphasises the need to intervene as early as possible.

The European Commission works with EU countries to develop their school education systems. While each country is responsible for the organisation and content of its education and training systems, there are advantages in working together on issues of shared concern. The European Commission supports national efforts in two main ways:

- i the Commission works closely with national policy-makers to help them develop their school education policies and systems. It gathers and shares information and analysis and encourages the exchange of good policy practices through the schools' policy thematic working groups;
- ii through the Erasmus+ programme.

The youth workers who took part in the project conducted research on school drop-out through the use of questionnaires addressed to teachers, non-profit organisations and youth workers. Their experience and the outcomes of the questionnaires resulted in the analysis that follows in the subsequent pages. It includes an overview of ESL for each country and especially in the city where the project took place. This is followed by the second chapter which includes an overview on youth work and youth workers in each country and the final chapter describes the best practices identified by the participants.

12 ESL in Bolivia

As a legacy of the colonial history of Bolivia, education has been for a long time disconnected from indigenous history, customs, traditions, aspirations and worldviews. Instead, education was oriented in contrast to indigenous interests and out of touch with the basic principles of intraculturality and interculturality that are the basis for

the construction of a Plurinational State.

On a national level, there have been attempts to reform education, for example with the “Education Law N° 070, Avelino Siñani- Elizardo Pérez” (2010), which aims at transforming the previous education framework in order to be more in line with the declared plurinational state of Bolivia. It proposes an education whose principles are to promote decolonizing education, productive education, community-based education and, in particular, intra and intercultural education. In this sense, the Law identifies a set of rights related to the education of indigenous peoples with the desire and aspiration to cause appropriation but also to increase the opportunities for indigenous people in the region. Noting that there is an increasing number of professionals who have no job, the Law promotes the implementation of technical careers inside of secondary schools.

Early school leaving is a concept used to refer to those students who leave lessons and are out of the education system. It can be understood as the abandonment of the school system by the students caused by a combination of factors that are generated both within the system and in social, family, individual and environment contexts.

The statistics only take into account students who drop out of school, but do not include the number of young people who never went to school, which is a relevant problem. Nor do they include young people who stop studying after completing primary education, which may be for various reasons such as a large distance to secondary-education and the inability to migrate. Therefore, school-leaving rate is always an incomplete and particular interpretation, which does not account for all the young people.

In the municipality of Samaipata, where the job shadowing took place, there are several difficulties related to education. Firstly, not all young people enter the education system. Secondly, the countryside migration by young people hinders consistent secondary school attendance. And thirdly, continuing education after high-school has a high socio-economic cost, as universities are in the city where life is

very expensive.

In general, there is not a high degree of school dropout (understood as a school leaving) in Samaipata. Although official statistics indicate 3%, this figure includes migration between schools, which is not defined as drop-out. Therefore, on the basis of adjusted numbers, the drop-out rate (school leaving) is estimated at 1% in the municipality.

Despite low numbers, the main causes of school leaving are related to 3 situations. The first one is the necessity to support parents with work. The second one is related to early pregnancy, which is especially true in the case of migration to urban centres where young women have more freedom, are less controlled and are thus more at risk of getting pregnant. However, these appear to be rare cases. Finally, the location and distance can cause school leaving. Attending school might be difficult if the distance is too long and there is a lack of resources to overcome that distance.

Increasing numbers of families settle in villages to work, usually in agriculture. They rent some land for a particular period and when this period ends, they continue to migrate to other places, carrying their children with them. In the Cuevas Educational Unit, this kind of migration is seen as the cause of 80% of school leaving (as reflected in the statistics of the District of Education). This also explains for the high number of school leavers by the end of the year in comparison with in-year school leavers. However, this flow of students should not be considered as dropping out of school because the children enter in other schools and continue their studies. Unfortunately, there is not enough data available to go deeper into this topic.

After secondary education, the vast majority of high school graduates want to continue their studies in the universities of Santa Cruz. A particular phenomenon has been determined during the study that can be called “paradigm of progress dream”. This includes the student’s and teacher’s idea that when a young man is a professional, he has an economically and socially successful future, which consequently follows happiness. Although this is often an invisible or unconscious

assumption, it can be seen as the driving force for the migration to urban centres for secondary education, or more specifically to Santa Cruz for university. 70% of graduates migrate to Santa Cruz to study in the public university (20-25%), private or technical institute, although it is noticed that a certain percentage of them would rather study in Samaipata if there was the possibility.

Young people often choose degrees that are saturated, which causes problems of admission. In addition, labour markets for those jobs are also saturated and these are professions that have no relevance in the municipality of Samaipata. However, the municipality of Samaipata does not offer many attractive options for these young people, due to the lack of diversified sources of work, low agricultural incomes and especially the lack of vision for new enterprises. It is argued that the educational system is failing to train young people with integral capacities, developing their self-esteem, self-knowledge and entrepreneurial skills. This results in a majority of young migrants who do not come back to Samaipata and they usually remain “caught up” in low quality and remuneration jobs, with frustrations and a probable boring future.

In conclusion, we can say that school leaving not is a problem in the municipality of Samaipata. Especially in the last years, this low number can be ascribed to the incentive of the bonus Juancito Pinto which gives vouchers to children to foster school attendance (national level), transportation and school breakfast (municipal level). At the same time, The National Government is developing structural policies and new tools (described in Avelino Siñani law which is described above), which aim to reduce the dropout or early school leaving and change the conception of education.

13 ESL in Hungary

The term early school leaving found its way into Hungarian professional discourse at the beginning of the 2000s through its use by the European Union.

In Hungary, the rate of early school leaving had slowly decreased to

10.5% by 2010; however, it began to increase again in the past years. According to the 2016 national data, the current rate is 12.5%.

The concept of “dropping out” has for decades played a central role in the literature on the sociology of education and in official education policy. However, it cannot be considered as a fixed term because its meaning changes from context to context and according to individual use. It can refer to a variety of things: staying out of a school-based or other training programme, school-year repetition, switching to a training programme that is of lower prestige than the previous one (or is of the same value but the switch costs a school year repetition), leaving an institution, or dropping out of the education system altogether without obtaining a secondary qualification.

Official numbers show significant differences between central and northern regions: In the Central Hungarian Region the proportion of early school leavers is below 10% while in the northern regions, the number is much higher and continuously increasing.

There are certain groups with a higher risk of ELS. Firstly, disadvantaged children have in general a higher chance of dropping out. The Hungarian education system is not able to reduce the handicaps resulting from the social background of a disadvantaged child. Often primary schools have a non-inclusive environment which does not help children to reduce their backlog. These children are less likely to continue education after primary school.

Additionally, the Roma minority and – especially within that – the girls, are another group within Hungary with a higher risk of school leaving. The proportion of Roma girls who have a secondary diploma at the age of school completion is 7% in the Roma minority, while in the whole society it is about 80%.

The problem is difficult to tackle because social mobility is limited. Poor people have less chance on completing their secondary studies than children from richer families.

In Hungary, having only a primary education diploma also has

negative effects on future employment. There are significantly less people employed in Hungary with only a primary school education than the European average. In Hungary, this number is 25% in contrast with 45% at EU level.

During the job shadowing period that took place in the small city of Nagyvázsony, the participants realized that ESL is a problem that cannot be separated from Hungarian state problems. It starts already in kindergarten. Often children are poor and they have difficulties at home. They are not sleeping or eating enough. In school, they have poorer vocabulary and they also have different values and attitude. Their parents are not well educated so they do not give a right example or do not understand the value of education. Furthermore, when the children are in primary school, they do not have the opportunity to discover themselves. They do not get an orientation for their future profession. Teachers are just focused on the grades, not on the entire image, personality or future of the children. This results in a situation in which children, when getting older, have only a limited knowledge of their future possibilities or ways to use/follow their passions. The motivation is thus lacking. After the first year in vocational educational school, a lot of them just quit school.

Children need to be able to give their feedback to teachers and there must be communication. Teachers must adapt their methodology according to the students and what they want. Furthermore, it would be better if the teachers would help the children that have a harder time understanding or are “lost” because the learning problems have started many years before.

1.4 ESL in India

There are many different approaches to education within and amongst the various regions in India, but most state boards uniformly follow the “10+2+3” pattern of education. In this pattern, a study of 10 years is done in schools, 2 years in Junior colleges and then 3 years of education for a bachelor’s degree. The first 10 years is further subdivided into 6 years of primary education and 4 years of High School.

Before primary school, there is one more stage: the pre-primary

schools. These are very important in the terms of founding the child's knowledge, skills and behaviour. It is considered very important for children, however pre-primary education is not a fundamental right in India and in rural areas this form of education is rarely available (only 1% of the population under the age 6 is enrolled in preschool education).

Primary education is for the children between 6-14. Primary schools' vast majority is run or supported by the government. Secondary education covers children aged 12 to 18. The final two years of secondary education is often called Higher Secondary (HS) and here students have a choice of specializing in the streams of Arts, Science or Commerce.

The Right to Free and Compulsory Education to All Children (between the age 6-14), which was implemented in 2009, has demonstrated impressive goals and improvements. Since 2009, resources and infrastructure are provided for elementary schools across the country and by now, almost 98% of children have access to an elementary school. On the other hand, India still has barriers to overcome, such as the fact that many of the children from disadvantaged communities (for example, slums and tribal villages) are first-generation school-goers and thus might need extra support, which is not always available. One of the main factors, but not limited to, is the high level of poverty that pressures to participate in daily family life responsibilities instead of going to school. In fact, India has the largest number of child labourers under the age of 14 of the world. Taking into account the question of gender, the risk for girls to be out of school in contrast with boys is very high, although for boys in urban areas the risk of dropping out and work is higher than for girls. This relates to the traditional roles of male and female, in which education belongs to the male. Additionally, parents tend to undervalue the importance of education as a key dimension in a (successful) life project. Other barriers include child marriage, location and the caste system. Often the barriers for individuals overlap.

Innovative methods of teaching to adapt schooling to their experience and context is required, so that education becomes attractive for children and, gradually, meaningful. JRP, the hosting organization for the youth workers of the project, acknowledges this vital strategy and has been

mobilizing resources both to provide (non-formal) learning activities that stimulate children's' curiosity and motivate them to continue attending school and to raise parents' awareness about the importance of education to develop skills and to succeed in a challenging labour market. Being acknowledged in these disadvantaged communities was the first (important) step. Relationships have been established and nourished. These strong links are observable in the slums or the tribal villages. On a daily basis, there are opportunities to undertake learning activities.

A research undertaken by the United Nations Children's Fund and the UNESCO Institute for Statistics, published in August 2014, raised concerns regarding data quality and data contradictions among existing data sources on education in India. Therefore, in 2016, attempting to use the same framework to examine several sources of education data from 2005 and the proportion of children in the 6 to 13-years age group who were out-of-school, enormous differences were found. The out-of-school figure ranges from nearly 20% for children in this age group to only 3%. Such wide variations are a result of differences in the profiles of the children who are identified as being out-of-school and this has major policy implications. It is important to mention that measuring out-of-school children and/or early school leavers is even more challenging when considering that inter-state differences in the schooling system (school structure, school management, school calendar and age-grade norms) are determined independently for each state.

Regardless of the challenges identified when researching Education in India, both in terms of socio-political barriers that should be overcome and measuring strategies that allow greater/deeper understanding of relevant issues, there are facts that seem to be undeniable. Odisha, where the job shadowing took place, is one of the poorest states in India. Literacy rate is still under the national average, so there are more than 1 million illiterate people in the state. According to latest report on secondary education in Odisha by the National University for Education Planning and Administration (NUEPA), the dropout rate in the secondary education stream is almost 50 per cent.

During the jobshadowing period, the youth workers had the opportunity to see the different dimensions of this complex and ambitious strategy of intervention: learning by playing, dancing or even celebrating significant events as well as stimulating interest by visiting local museums. A smile on a child's face translates their willingness to learn. These are indicators of (positive) change and, hopefully, greater (positive) impact on these children's lives.

1.5 ESL in Italy

Italy is one of the EU countries where early school leaving is a strong national emergency.

The Italian Ministry of Education provides guidelines in the field and it delegates the planning and the management of projects to regions, local administrations and schools (according to their autonomy level).

The job shadowing period in Italy took place in the city of Palermo. This experience gave the opportunity to a Bolivian youth worker to get a better understanding of early school leaving (ESL), its effects, causes, statistics and, most importantly, strategies against it.

The activities against ESL took place in Borgo Vecchio, which is an old neighbourhood in the centre of Palermo where most of the families have serious economic difficulties. With an unemployment rate of 40%, widespread illiteracy and an insufficient level of schooling, the neighbourhood is experiencing a situation of evident social exclusion caused by the lack of services and a high crime rate. One of the biggest problems of the future of the district is ESL, which is caused by economic problems, the location of the neighbourhood, family problems and educational issues.

Economic problems are related to the lack of resources to continue studying and the need to help the family financially, whether in active collaboration in domestic tasks or out of the house, which result in a non-attendance of a grade or a permanent drop-out of school.

The neighbourhood is located near one of the most exclusive and rich neighbourhoods of Palermo with the most expensive shops. Due

to this location, children and young people are exposed to a cultural, economic and social shock which generates a feeling of pressure to fit into that environment and be part of that social situation. They are tempted to enter the world of selling drugs to afford the purchase of branded products (clothing, shoes, technological gadgets).

The family problems are related to the conditions in which the individuals live, their environment and the family coexistence. If these aspects are not optimal, the child or adolescent might not get a good performance at school. Likewise, if parents have poor expectations about their children's education, it may have negative effects on their performance and lead to school abandonment.

Finally, a poor relationship with teachers or lack of resources and support in schools may also be one of the reasons for students dropping out because they do not find the learning environment satisfactory.

It might be clear that school dropout is a multi-causal problem, involving personal, economic, family and educational factors, among others. It is thus not an easy problem to tackle and no isolated intervention strategy will suffice. Therefore, it is necessary to carry out various measures, involving parents, educational authorities and organizations, to commit themselves to mitigating this problem for the common good of the family, community and society.

The school is the principal actor that can contribute to mitigate this school problem. It is therefore necessary that the people involved in the educational task consider that the motivation of the student is one of the determining factors to combat ESL. A student might not 'like to study' because they have not found the value of education, or because he/she does not have a life project that fosters the importance of concluding with his study and for that reason he/she does not pay attention in class. In that sense, it is necessary to support students who do not have a good image of academia so that they can be helped in their learning process.

Moreover, it is important to strengthen a culture of equal opportunity, so that children are not affected by cultural patterns and stereotypes that no longer respond to the current reality. In addition, it is important to encourage the active participation of the family in the educational process of the students.

The role of teachers and youth workers is essential to prevent

students from leaving school classrooms. Teachers and youth workers can develop teaching and learning strategies in order to increase the interest of students in studying. To achieve this, it is necessary to emphasize the advantages that a person with education has and the disadvantages of an unschooled person. It is important that the teachers and youth workers establish a pleasant school environment in which students can develop positively, transcending the problems of the family environment.

Another important factor will be the development of crucial values for children such as solidarity, empathy and respect. The evolution of the educational process starts by making children live better, not only in economic terms but also in terms of stability, security, future perspective, emotional stability, confidence, self-esteem and social rights. Let them know that everyone is able to build the future they desire, regardless of circumstances, with education as its key factor for success.

1.6 ESL in Portugal

ESL in Portugal is a pressing phenomenon. In 2009 the rate was 30.9%. In 2016, it has decreased to 13.6%.

The Portuguese Government announced a series of measures to improve equity in education and fight school failure. However, in the 2016 budget for education there was no increased budget spending: it was envisaged that financial support for the reforms would come from increased efficiency related to overall expenses and a decline in grade repetition.

The downward trend in university enrolment, together with the massive wave of youth emigration, is aggravating the country's demographic crisis and could hamper its competitiveness. Technical vocational courses are raising enrolment in polytechnic institutes and opening-up new opportunities of cooperation with the business sector.

It is important to highlight that early school leaving usually results from a mix of individual, educational and socio-economic factors.

However, it is acknowledged that children from low education and socially disadvantaged backgrounds are more likely to leave the education system early.

This is one of the main reasons for the active engagement of non-governmental organisations in local/territorial strategies related to this subject.

The city of Santarém, where the job shadowing took place, is not an exception to this overall tendency.

Data released by the local authority point out that the major part of the help provided to families consists of preventing early school leaving and/or promote the return to the educational system.

Early School Leaving is often a result of a lack of interest in school, non-valorisation of education pathways and/or the lack of alternatives to mainstream education or other types of training.

The non-government organization Santa Casa da Misericórdia de Santarém (SCMS) support the community since 1500. The organization takes part in all local partnerships created for collaborative decision-making of policies and strategies related to children in need, youth, elderly people and family support. SCMS has significant experience in tackling poverty and social exclusion within the community. According to stakeholders, they have the knowledge, skills and strategic position to tackle many socio-economic issues, including those directly or indirectly linked to Early School Leaving.

The organization uses various principles of intervention and pedagogic models to tackle the phenomenon. These include preventive intervention in regards to Early School Leaving, individual support, consideration of the child life project (individual care plan), group activities and peer learning, positive reinforcement of success and individual achievements, nourish self-worth, motivation and self-confidence and skills development (mainly soft skills).

It is important to underline that the introduction of an obligatory school age up to 12 years makes it even more difficult to leave school early. Family, teachers and social actors increasingly collaborate with the Childhood Commission in order to help youngsters to attend the school and get the most out of it. When the child or the related family are not collaborative, the Court can intervene. In other words, when

a child tries to leave school he/she has to deal with teachers and authorities who will attempt to find an agreement with the family or the guardians. If a covenant is not reachable, the Childhood Commission steps in first or, as a last resort, the Court.

1.7 ESL in Senegal

The job shadowing in Senegal took place in Casamance. The region is geographically isolated from the rest of Senegal and is characterized by a high ethnic and religious diversity. It has a beneficial climate for agriculture and tourism, however it is the poorest region of Senegal which has been tortured by civil war and its aftermaths since the 1980s and lacks political and economic investments.

The capital city of Casamance, Ziguinchor, has grown significantly in the recent years as a shelter for victims war, unemployment or bad living conditions. However, many new arrivals have settled on the outskirts of the city, in unserved areas and without any infrastructure. These populations find themselves in very precarious situations: many children are illiterate or out-of-school, often from displaced or dislocated families, in a state of disintegration.

The current level of poverty results in the need for children to work at an early age, sometimes already from 6 or 7 years onwards.

We can note that the issue of children's schooling in Ziguinchor is much more complex than it seems. A registered child is not necessarily a child who regularly attends school. Nearly 3 out of 10 children say they are absent from school. Added to this is a very irregular punctuality, since 2 out of 5 children report being late in school.

The citizens see in school a mean of changing their social conditions. Successful schooling involves enrolment in good schools. It may even happen that families make great sacrifices to enrol their children in a good private school. Some of them will no longer be able to provide three meals a day in order to invest in quality schooling. One can hypothesize that, contrary to popular belief, families believe in school. Parents act as if they believe that the school could allow the child to support the family and his / her own needs in the future.

The children of Ziguinchor usually work. Economic work may present itself as attractive to the child because their influence at home might increase. Since work is rare, it is seen as an opportunity for the child. There are many temptations to stop school and help the family financially, which does not encourage children to make long studies. Thus, in contrast, the family is also very important for the child's schooling. It is the family that believes in the school, which can invest in quality schooling for one or more of its children. Despite sometimes difficult conditions, the family must be strong and supportive.

It must be highlighted that the question of gender appears central to inequalities within schools. There are very strong differences between girls and boys in daily non-school activities, school attendance and time spent on homework, but the situation might be changing. Families with a high cultural capital invest in a quality education for their daughters, which could be interpreted as sign of evolution since in the past the destiny of girls was to become wife and mother.

FAP, the hosting organisation of the job-shadowing period in Senegal, has been creating vital work with a significant number of children and young people, which is perceived by the people met by the youth workers of the project as high quality. The organisation works as much with the children than with their families themselves.

The organisation cooperates with the community to maintain many children and young people in the educational system and enable them to have access to better living condition in the future. The staff work every day to monitor and report families that need support. This work is undertaken in cooperation with community facilitators who, as members of the neighbourhood, are aware of the family's situations and are in a better position to function as a contact person.

The interventions have allowed families to access support that will certainly help them to build a better future. Along with the provision

of facilities that address their most basic needs, young people have access to school and support in different subjects, complemented by other activities and psychosocial support from a qualified team. Educators help them to get a greater understanding of the issues they experience, mainly related to (extreme) poverty. All families spoke about their economic difficulties, inadequate living conditions as well as the importance of having a job and in “bringing food to the table”. Also, they are all stressed about how crucial their children’s learning and training is to allow them to have a brighter future.

Chapter 2: The importance of the youth work

21 What is youth work?

As highlighted in the first chapter, youth work and youth workers are of great importance in the lives of many young people in the world. However, the definition, description and history of the youth worker and youth work varies according to country. Additionally, there is no 'typical' or 'average' youth worker. They all share a commitment in working with young people but the execution happens in various ways depending on the local context and available options.

Within Europe, the European Commission has drafted reports, policies and programmes regarding youth work. They define youth work as:

"(...) a broad term covering a broad scope of activities of a social, cultural, educational or political nature by, with and for young people. Increasingly, such activities also include sport and services for young people. Youth work belongs to the area of 'out-of-school' education, as well as specific leisure time activities managed by professional or voluntary youth workers and youth leaders. Youth work is organised in different ways (by youth-led organisations, organisations for youth, informal groups or through youth services and public authorities). It is delivered in different forms and settings (e.g. open-access, group-based, programme-based, outreach and detached) and is given shape at local, regional, national and European level".

The European Commission defines two main goals of youth work. Firstly, it provides space for association, activity, dialogue and action, both for and by young people. Secondly, it provides support, opportunity and experience for young people as they move from childhood to adulthood. Those two elements are fundamentally aimed at supporting the personal development of youth, so that they can reach their full potential and are more involved in society, especially in times of uncertainty and risks for young people, such as unemployment, conflict, poverty, social inequality and exclusion, early school leaving, etc. Thus, youth work can enable young people, who might otherwise

be alienated from support, to get the services they need.

Despite the websites clear definition and aims, the different member states of the European Union, notwithstanding countries outside of the EU, have very different histories, goals, values and conceptions of youth work. Not in every country it is recognized as a profession and in some countries, it is more supported financially and politically than in others. The structure and delivery of youth work also differs greatly from country to country, including national programmes and coordination, religious organizations, NGO's and municipalities.

22 Youth worker in Italy

The youth work “tradition” in Italy started at the beginning of 90's as a result of EU-funded projects. However, even before that, well established socio-educational and leisure activities were already offered by the church, scout associations and several other third sector organisations at national, regional and local level. Although EU policy priorities such as funding programmes that encourage mobility and exchange and the creation of a Ministry of Youth and Sport in 2006, the majority of youth work activities are still delivered by the third sector rather than public institutions.

In Italy, the term ‘youth worker’ is not defined, neither is there a clear definition of young people, even though the term is used in various laws, however with different definitions. Youth work is not seen as a policy priority and there is a general lack of awareness about youth work among the policy makers on the national level. Additionally, youth work is not seen as an officially recognized profession and youth workers have, in general, a low professional status. One of the causes is the lack of recognition of the contribution of youth workers. This is especially clear in the educational sector where youth workers are usually not perceived as important as other professions, such as teachers. Consequently, very few youth workers have a permanent contract and the salaries are usually low and not attractive. Youth work is widespread in non-formal and non-professional third sector. This is also a left-over of Italian history of youth work, in which the third sector organizations led many diverse projects of social assistance which were strongly connected to local and territorial experiences. Even today, the third sector is the main player in youth work in Italy.

Although youth work is not statutory, it is generally indented as a non-formal learning process aiming at developing young people in terms of their citizenship, their integration in civil society and increasing solidarity among generations. However, these activities (youth work) are almost always implemented outside of formal education, partly because of budget cuts in formal education sector. There is therefore an important role for the third sector to fill the gap and support youth. In recent years, there have been more attempts to collaborate between formal and non-formal youth associations but third sector remains the most important. This also leads to the conclusion that youth work is mostly based on a local level and thus includes a complex network of providers. Unfortunately, on a national level there is a lack of coordination.

Mariel from Bolivia has observed during her time in Italy how youth work in Italy could be. She observed how

“(...) volunteers in Borgo Vecchio are forced to apply formal education methods to help children because they must respond to a formal education system every morning. But at the same time, they work to consolidate the relationship between them and their parents, to keep them motivated in terms of learning, to provide them with school support but also to respond their emotionally needs of affection and attention (...) I realize that their work goes beyond helping them with their tasks: actually, all the people working there have become a second family for these children. They have established an affective relationship that in my opinion benefits both the child and the person who educates”.

23 Youth worker in Hungary

The tradition of youth work in Hungary started with the scouting movement at the beginning of the 20th century. During the socialist regime, it was compulsory to join the party's youth organization KISZ (Association of Young Communists). In these days, youth policy existed and covered all young people but with the start of the democratic state in 1989, this broad approach vanished and youth policy became more focused on disadvantaged groups or young people in trouble - drug users, the underprivileged, ethnic minorities, etc. From that point onwards, youth work is strongly connected to social work in Hungary.

As in Italy, there is no commonly agreed definition or description

of youth work in Hungary. However, there are many people in various sectors who are working with youngsters. This leads to a very diverse group of youth workers, who often do not have precise education but rather come from other fields of study such as cultural management or social studies. Youth workers are often primarily qualified in other professions such as social workers, teachers, psychologists, cultural managers, etc.

But despite the lack of definition or recognition, there is a broad range of youth work. Youth work can be paid or voluntary and exist on different levels of organization, both in non-formal and formal education. Youth work focuses on different fields, such as informal learning, youth service activities, complete advisory and information services, personal youth aid/help, youth community development, local youth work, management of youth project and of youth institutions, protection of the interests of young people and virtual youth work. The main actors are both natural helpers, such as family or volunteers, professional social workers and other kinds of professionals such as doctors, drug prevention experts, policemen, artists, etc. However, most of the youth workers are volunteers and their numbers have decreased since the economic crisis as local authorities have less money and state funding as decreased. A lot of civil organizations previously involved in youth work have disappeared.

About a school in Nagyvaszony Marie Elena from Bolivia says: “After speaking to different people involved with non-formal education in Hungary, I saw the big effort being done by small organizations in order to help children and youngsters getting more support (emotional, social and academic). (...) Depending on the geographical area, the target population of the projects is different. In eastern cities or town, projects are mostly directed to kids from gypsy families. (...) To help not only the children, but also their parents, brothers and sisters, is the aim of many educational and social projects. Other projects support children with learning difficulties at school, children who are being raised by foster parents, or kids who just don't get enough support at home and end up wandering the streets with their friends as soon as they get some independence.

The other participant, Prerna from India, observed that:

“The methods of education adopted in all the schools were quite similar and were very interactive. This helps the child in overall development and also allows him to open up and overcome his difficulties thus making him an outgoing person. The teachers take active part in helping the children to learn new languages and also are always ready to solve their queries and doubts”.

24 Youth work in Portugal

In Portugal, there is no real tradition of youth work understood here as youth organisations’ actions. This is because before authoritarian regime was abolished in 1974, any form of association was forbidden. Across time, the most visible and prominent type of youth work are the Scouts and other catholic forms of organisations, as well as youth camps, political and students’ organisations.

The Portuguese translation of youth work is ‘trabalho socioeducativo em prol dos jovens’, literally meaning ‘social and educational work for youth’. The Portuguese conception of youth work seems to refer strongly to the work taking place within youth organisations which are aiming to engage the hard-to-reach/young people at risk and empowering young people. However, there are discussion about the assistance-based definition, stressing that more than just ‘for’ youth, youth work is about empowering by using non-formal educational activities developed by and with young people.

In Portugal, non-formal, non-professional and third sector led youth work is widespread and it involves a complex network of providers such as community or religious organisations, youth organisations, local authorities, civil society organisations and private institutions, as well as municipalities in collaboration with schools and local youth organisations.

There is no formal education for youth worker, neither is it a field of interest for the government and consequently, there is a lack of youth work visibility and promotion. Youth workers come from a range of extremely diverse educational backgrounds, but are bound by their common will to work for the community and to empower young people. The great majority of youth workers are volunteers. Some (very few) youth workers earn a salary as youth workers.

The profession is negatively perceived as ‘entertainment for young people’ and it is not understood why youth workers work so hard without being paid. Similarly, the job market also underestimates the occupation and negatively perceives the skills of youth workers. However, at a local level, local actors (e.g. teenagers, parents, inhabitants, municipalities, etc.) often recognise the benefits associated with the work of youth organisations.

Carmen, one of the Italian participants, says about a project in Alcanede, a small city near Santarém:

“Virginia and Anna, two friendly persons related to the project, had arranged for us the visit of an institution that works with people that have physical and also mental disabilities. After a long and deep walk into the structure, that opened my eyes about how much it is possible to do in the social field with resolution and persistence, we were taken to the embroidery room, where some patients with mental illnesses work all days on wonderful hand-made carpets”.

Mishra, from India, says about the youth workers in “Primeiro Passo”, a boy hostel housing at that moment 18 youngsters between and 6 and 16 years old:

“The youth workers make a schedule of children’s activities on the basis of their attitudes and preferences: some of them like cooking, some other like playing football, etc. The reason of this differentiated schedule is the belief in the importance of non formal education as a mean to improve their approach to life. The youth workers strongly believe that if these children learn to do things they like, they will surely raise their self-esteem and face more easily the future”.

25 Youth work in India

India has a very large youth population, which is internally highly diverse. The age group of 15-29 years comprises 27.5% of the population. However, poverty, caste/religious background, high youth unemployment and lack of education, especially in rural areas, are factors that hinder the participation and influence of youth in Indian

society.

According to a report by the Commonwealth on youth work, in India there is a state-regulated form of youth services. This is supported by a report of the Indian Government, in which it is stated that the government is spending considerable amounts of money to fund schools, food, employment, health programs and youth services and empowerment programs. Through the use of Youth Clubs and schools, the government created a network of youth services. Their report also indicates that next to the government, there are other stakeholders working on youth related issues. These include civil society organisations, corporates and industry associations. According to the Indian Government, these stakeholders have two objectives: to promote youth development through programs on education, skill development, health care, sports etc.; and to facilitate youth participation and engagement on issues such as community development, politics, governance, etc. However, the report specifies that these stakeholders and organizations are scattered over the country without a coordinated form of organization or over-arching framework. The organizations are small and working on many different issues. The report also admits that up till now there is no broad analysis of the needs and challenges of youth, nor of the impact and efforts of the various non-governmental organizations involved.

The term youth worker seems not to exist in India. It exists formal education in the field of youth work and youth development, even though the term is scarcely used in common language.

Ana from Portugal says about her experience in the slums:

"In the slums (..) children are playing around in the streets and their school attendance is irregular. Somehow, the lack of rules is an evidence of the poverty experienced on a daily basis as well as the uncertainty that the future represents. The high risk of malnutrition can impact on children's learning capacity. We can see that the majority may not understand the meaning of those complex concepts that are target of major concern in contemporary societies: School and Education. (...) When we step in the slum for the first time, it becomes clear what is the main purpose of the happy kids school: even if only for a moment, making the children smile and forget the poverty that surrounds them!"

Lili from Hungary says about the importance and visibility of

education:

“In recent years, education has become a key issue in India. It is not something that we could say because we read it in newspapers, or because of the latest governmental acts, but it is evident even in the streets of Bhubaneswar, where you can see schools’ advertisements everywhere around. Despite all the critics the law (on free education red.) received, we saw in the tribal village of Ambapadia how the provisions of RTE works – or could work – in practice and what it means for the community of a small village. The school was built five years ago (there was no school here before that), where about 50 pupils study every day, everybody has her/his own books, uniform and school bag and each day they get a lunch cooked in the school’s kitchen”.

26 Youth work in Senegal

In Senegal, professionals, officially recognized as youth workers, are people who have followed the courses from the National state school of youth workers in Dakar. It is accessible after post-graduate exams and it is a three-year course. All the other people working amongst children and/or youngsters in difficulties, without having followed this school, are not recognized as youth workers.

In Senegal, as in many other countries, a lot of people work in the field without having specific qualifications. They are often activists, community leaders, teachers and/or people having interests in sociology or educational sciences at university.

Despite this, people are doing their best and it is obvious that the work realized is not the same than the one done by graduated youth workers. Indeed, social work is not something that could be improvised and/or done only by our good will. It happens very often that people who have good intentions to interact with the children have a negative effect on the situation without the intention of doing so.

In the state structures, the youth workers degree is mandatory. Nevertheless, in the world of NGO’s and associations, it is extremely common to meet non-qualified people working with children or youths.

The reason is explained by the low wages of youth workers. Moreover, more training will allow the non-professional workers to strengthen their skills.

Concerning FAP, the French organization based in Senegal, partner of the project, they choose to recruit only skilled and graduated workers. This choice has been made because assisting children who have issues or major abuse and coming from families facing important malfunctions is an hard work and it could be better done by qualified and skilled youth workers. The staff of FAP experienced the difference between a trained youth worker and somebody who had a more generalist university background with experiences in the field of popular education.

Dario, an Italian participant, says about the importance of education centres:

“Cooperation between different actors is the core of the problem. In Senegal everybody knows very well how important is to go to school and study, most of the time there is a lack of financial resources. The good will, at the opposite, is never missing.

When study time is over they move to one of the many other activities organized for them. During the week they alternate theatre classes, rap composition, dance, sport, cartoons and even tablets full of educational apps.

There are a lot of activities and at a first sight they might seem chaotic, but the truth is that every child has his own personal learning pathway. In fact these centers are mainly thought as shelters in which they let them forget every difficulty or stress, like familiar problems, deprivations or oppressions they live during the rest of the day.

(..)They are free to be themselves here: just kids.

Moreover, here they can recover a positive relationship with the adult world. In FAP they find people willing to listen to them, to answer to their curiosities, to play with them and to interact on a peer to peer basis. And the power of empathy that educators pour out toward these little kids becomes crystal clear when you notice the huge amount of smiles they get in return”.

Mafalda, from Portugal, on the non-formal activities:

“During these three weeks and through the Edu-Action Project I had the opportunity to get to know two Work Teams, which develop activities with targets similar to the ones I’m used to, but with more complex realities and with fewer resources than those we complain about in our countries.

During this period I have shared the methodologies, the dynamics, the experiences and the results of the work with different actors, but, on the other hand, I had the privilege to observe and participate actively in so many activities I carried out on a daily basis and that make youngsters smile and grow.

Music, theater, body language, yoga, sports and so many other initiatives that are making the difference in a context that suffers from the difficulty and lack of resources. It is not easy and I think that this reality raises in each of us a greater sense of respect for all these people”.

27 Youth work in Bolivia

In Bolivia, there is no official difference between volunteer or youth worker. Also, the term youth worker is not seen as a defined concept and it is rarely used in public discourse. However, there are always people working with young people, even when it is not defined. Within the limits of the project, however, the focus was most on schools and local municipality staff.

David, from Hungary, explained how the schools in rural areas in Bolivia are very small in size.

“We managed to go to various places and different schools: secondary and primary, urban and rural, vocational and night schools as well.

(...) The next stop was Palermo (Bolivia). After turning down the main road, it took around 15 minutes to reach the place. The dirty road wasn’t in good conditions, especially during the rain. We headed right into the

woods. I could not even imagine that we will find a school there, when suddenly after a turn I set my eyes on a small building with a concrete football field surrounded by an old fence. Right after crossing the yard we entered in the small building. There were only 2-3 rooms and a short corridor in front of them under the same roof. Instead of the classes the kids and the teacher were sitting here around a small table. (..)At that moment there were only four children at school, two sisters and two brothers. They represented 2/3 of all students. They were differently aged from 5 to 9 so I can imagine that the only teacher has to know very well each student. That must be difficult sometimes, but she seemed enthusiastic and committed to her job”.

Irene, an Italian participant, says about the vocational school:

“One of the schools (in my opinion, the most important of the area) is a secondary technical night-school, which allows young people and adults to have a professional title. Here you can attend several courses to become an electrician, a dressmaker, an agronomist, etc. That school is fundamental to the needs of the local population since it allows mothers and young adults to learn a manual job or to specialize in a sector. The negative side is that they have almost no support from the institutions, the lessons are held in unsuitable places, but above all without any training material. We got to meet the students and had some talk about their expectations, many of them would like to continue and go to college even though they have economic problems. We hope that thanks to our research Samaipata municipality will understand better which are the training needs of children and adults so to start supporting them”.

Chapter 3: Best practices against Early School Leaving

3.1 What is a best practice?

A Best Practice is a method or approach that is not only good, but it is generally accepted as superior to any alternatives because it has been proven to work well and produce good results in different contexts. It is therefore recommended as a model to follow. It is a successful experience, which has been tested and validated, which has been repeated and deserves to be shared so that a greater number of people can adopt it.

The following examples of best practices were selected and elaborated by the youth workers who participated in the Edu-Action project. During their one-month job shadowing in different European and partner countries with a high rate of ESL, the participants had the opportunity to observe and think about methods and approaches that are valid to fight and prevent the phenomenon in these contexts. When they came back for a final seminar in Palermo, they discussed their experiences and tried to elaborate three best practices, applicable in all the project countries. These practices gather together different aspects and elements of educational methods and approaches that are usually implemented by the partner organizations to combat ESL in their local contexts and that were considered by the participants as successful experiences.

To ensure the quality of the selected practices, the following criteria were fulfilled:

- ï Clear definition of objectives, activities to be carried out, participants, stakeholders and target groups
- ï Effective and successful
- ï Environmentally, economically and socially sustainable
- ï Technically feasible
- ï Inherently participatory
- ï Replicable and adaptable

It is important to note that each practice includes different elements and activities that have not been implemented in the same contexts. Thanks to the participants' analysis and study, they might be implemented together, thus constituting an effective and successful experience.

32 Motivation as a tool

Introduction

In teachers' daily work there are a lot of challenges and it is not always easy to motivate all the students or help them according to their individual needs.

Nevertheless, during our experience in different countries, we have not seen many very motivated teachers nor practices that are directed towards improving this issue. On the contrary, teachers are often apathetic. The relationship between students and teacher is very impersonal. Teachers do not know what students are feeling or thinking, they do not ask them or listen to them. They use a conventional and authoritarian way of teaching, which is not learner-centred. However, during our experience, we also saw motivated teachers who cared about the individual learning path and needs of their students. In this case, students felt more inclined to attend school and had a better school performance.

Therefore, we think that the first step, which is fundamental to combat or prevent Early School Leaving, is to work on the teachers' motivation. For that reason, the following practice could be considered, according to our experience in Edu-Action project, as a best practice.

Objectives

- i To motivate the teachers and youth workers.
- i To give teachers and youth workers more tools to use in their job.
- i To improve relationship and trust between teachers and students.
- i To raise students' motivation as a result of having more

motivated teachers.

- ï To raise teachers' awareness about students' needs.

Target group

teachers working in public and private schools (primary and secondary levels), regardless of age, cultural background, etc.

Activities

A1 Formal education:

- ï Workshops related to innovative pedagogies that are dynamic, inclusive, fun and active, so that teachers can use them in their job.

- ï Workshops related to developing empathy and sensibility with the students.

A2 Non-formal education:

- ï Development of workshops for teachers. These workshops have the objective to develop teacher's skills in non-formal activities, for example music, painting, drawing, theatre, photography, comics, etc. In this way, teachers can use these activities at a later point with their students in order to make their lessons more attractive and interesting.

A3 Policies to improve teachers' motivation

- ï Improve teachers' salaries: teachers do not only work while they are in school. They have to plan their lessons, look for new ideas, materials, etc. If we want teachers to actually do these tasks in a good way, we need to recognize the effort and time invested by improving their salaries.

- ï Maximize time by reducing bureaucratic procedures: teachers are exhausted sometimes and need more time for themselves to "re-charge their batteries".

Expected results

1. Teachers are aware of new educational approaches and innovative pedagogical methods to teach in a way that is inclusive, interactive and interesting;
2. Teachers are more motivated to build a better relationship with the students and to support them;
3. Teachers are more motivated to help students at risk of Early School Leaving;
4. Increase Students' performance and motivation.

3.3 Learning triangle

Introduction

We believe that in order to motivate the children at risk of Early School Leaving, different key social actors should be engaged in education. Students need the support and motivation of their family, educators, teachers and local communities. Moreover, a right balance between formal and non-formal education should be carried out in schools in order to stimulate and improve the students' active participation, interests and learning path.

We chose the following best practice because we saw in all the countries that we visited during our job shadowing how important it is to involve the families, educators, teachers and local communities in the learning process of each child. This strategy is likely to facilitate the acquisition of knowledge and soft-skills and to build and develop active citizenship.

Objectives

Engage key actors into the process of learning in order to:

1. Promote education and prevent ESL

2. Stimulate skill development through non-formal activities
3. Raise awareness about the importance of education

Target groups

Direct beneficiaries:

- i Families – not well educated, unaware, poor, unemployed parents;
- ii Educators/Teachers- frustrated, non-motivated, burnt out.

Indirect beneficiaries:

- i Children with fewer opportunities and at risk of social exclusion who attend mandatory school.

Activities

1. Individual skill development programs for teachers and educators (better decision making, self-consciousness, cope with peer pressure, build good habits, develop pedagogical methods to understand the children's needs in different situations)
2. Workshops on moral education and active citizenship for parents (develop good values, more generosity, promote healthy relationships, promotion of a more inclusive society)
3. Non-formal activities with families, teachers and educators.(gain more confidence in the educational system, build a good relationship between the educators and families)

Expected results

1. Greater awareness of the families about the importance of education for their children
2. Greater awareness of the importance of the complementary role of the key actors-educators, teachers and parents
3. More motivated and prepared teachers and educators

3.4 The power of love

Introduction

During our job shadowing we were able to see how the affection of love changes the behaviour of children. This is particularly true for children in marginalized and poor contexts, where most of the time they do not get enough attention by adults. It does not matter in which country you are, children at risk of social exclusion and early school leaving have an urgent need of being loved.

To learn that critical sensitivity has nothing to do with words but with actions and way of life. It is a call for attention that makes us think of the need to return to the path of tenderness in a world of disaffection. Children need attention and support even if the teachers, youth workers or other grown-ups are not able to speak their language. They can communicate with each other without words but by using their empathy.

Tenderness is not abstract but can be concretized by sensitive manifestations such as an embrace, smile, look, touch, using words or a various range of gestures that prevent people from a lack of love. Therefore, it becomes an inescapable necessity of humanity. We have been casting these qualities aside as we grow and forgot that someday we were children, we felt and believed in something much larger than what is in front of us.

In other words, loved kids develop into happier adults.

Objectives

To help children raise their confidence, motivation, self-esteem and

skills based on a good relationship with their educators.

In this process both children and adults:

- ï Acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions;
- ï Set and achieve positive goals;
- ï Feel and show empathy for others,
- ï Establish and maintain positive relationships;
- ï Make responsible decisions.

Target groups

1. Boy and girls from primary school until secondary school, from 5 to 15-year-old, with social and economic disadvantage background, educational obstacles, family issues problems, psychological problems;
2. Educators or youth worker who work daily with target group number 1.

Activities

- ï Non-formal activities focused on emotional support, hugs and signs of genuine affection with children and educators/ youth workers;
- ï Constant reinforcement of children's self-esteem;
- ï Feedback activities between children and youth workers/educators;
- ï New activities and methodologies that are dynamic, fun and motivating (musical, physical, recreational, creative, etc).

Expected results

- ï Increased motivation in attending school;

- ï Better attitude towards learning and interaction with other children;
- ï Better mood and interaction: children-to-children, children-to-teacher;
- ï Raised self-confidence, motivation, self-esteem, skills and love;
- ï Improved emotional support, personal development and vocational guidance;
- ï Promotion of mutual learning between children and educators on a peer-to-peer basis;
- ï Promotion of the values of empathy and trust.

Conclusion

The youth workers who participated in the project have all seen and experienced the importance and possibilities of non-formal learning. In schools, education centres, hostels and alternative institutions, the participants could see with their own eyes how in other countries non-profit organizations support young people to foster their personal development, self-esteem and motivation. Although the problem of ESL is larger in some countries than it is in others, in all countries it is a multi-faceted concept, including education, family, economic and environmental aspects and it is most common within disadvantaged groups. However, it is also clear that through the use of non-formal education activities, the phenomenon of ESL can be reduced. These efforts were pointed out in the discussion on best practices, where the participants were able to detect similarities in the different countries and shared the idea of the importance of love and attention, of a good teacher-child relation and of teachers motivation. Besides, they agreed on emphasising the support of teachers, youth workers and family to the children, also including the valuation of education in their direct environment.

The project has been an enrichment for both the participants, for the hosting organisations and for the children who had the chance to get to know youth workers from different countries and different cultures. The circulations of ideas and practices, both by learning- by-doing approach and through debate and discussion upon return, will have a positive influence on the future of all participants. The sharing of practices coming from different parts of the world and the emerged similarities show that there are actions going beyond a particular education system: they could potentially become a solution for similar problems in other places of the world, where they can be professionalized and implemented. These practices can become the basis of a centralized approach, but, most important, they will remain in the mind and in the heart of all the persons who have taken part in this exchange experience.

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