



ENABLE PROJECT

2016-1-IT02-KA201-024610

ENHANCE SELF-**A**WARENESS AND **B**ALANCE THE
PERSONALIZED **L**EARNING IN **E**SL PREVENTION
THROUGH A SMART LEARNING ENVIRONMENT

a cura dell'Istituto d'Istruzione Superiore Federico Caffè di Roma



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Istituto d'Istruzione Superiore Federico Caffè di Roma (a cura di)
*Enable: Enhance Self-Awareness and Balance the Personalized Learning
in ESL Prevention Through a Smart Learning Environment*

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FOREWORD

This document is a comparative analysis of experiences and best practices in Italy, Lithuania, Romania and Sweden in relation to the problem of early school leaving.

Of course, we do not pretend with this, to exhaust the means of experiences that characterize the efforts that every day the schools and teachers carry on.

But, anyway, it represents the definition of taking charge of a problematic process that needs to find the possibility of solutions.

The early school leaving is a complex phenomenon, because there are social, emotional, motivational and educational factors which contribute, in particular combinations, to provoke it.

It is so true that there are many reasons why this phenomenon is determined, nevertheless there are many reasons to oppose it, in fact these include the individual's opportunities to obtain work and further education, the labour market's skills requirements, the country's competitiveness and the individual's ability to contribute to society.

We would like to thank school, principals, teachers, school staff and students and many more who have contributed.

THE GENERAL DIRECTOR

Ufficio Scolastico Regionale per il Lazio

GILDO DE ANGELIS

ENABLE Project

ENHANCE SELF-AWARENESS AND BALANCE THE PERSONALIZED LEARNING IN ESL PREVENTION THROUGH A SMART LEARNING ENVIRONMENT

Programme: ERASMUS + Cooperation for innovation and the exchange of good practices **Strategic Partnerships for school education**

No. 2016-1-IT02-KA201-024610

ENABLE Consortium

The ENABLE Project Consortium was composed of partners from different European countries, such as representatives of the Educational Systems, Organizational and HR Development Associations and ICT Training Organisations.

The partnership was established to include complementary skills, expertise and competences able to face the project's organisational, professional and desired impact challenges.

The eight ENABLE Project partners:

1. High School Federico Caffè, Italy (Applicant)
2. E-CO E-Learning Studio, Italy
3. EFFEBI – Finance & Banking – Association for Organizational Development and Human Resources, Italy
4. USR Lazio – Educational Department of Lazio Region, Italy
5. FolkUniversitetet – Sweden
6. Kauno Simono Daukantas School – Lithuania
7. Kaunas Science and Technology Park – Lithuania
8. G. Lazăr Colegiu Național (High School) – Romania

ENABLE

OUTPUT O1-A5: Study of the ESL context in the 4 countries and best practices

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OBJECTIVE & CONTENT OF THE EUROPEAN ANALYSIS

The main aim of the project ENABLE is to contribute in reducing ESL by designing, validating and implementing a new learning eco-system in order to address:

1. Students engagement through an innovative smart learning environment based on self-awareness digital and analytics technologies (e.g., learning analytics and social-awareness technologies) which can also enable the emergence of informal skills
2. A guide for teachers to empower their learning role in technology teaching by defining a new pedagogical approach;
3. Schools enhancing by a greater connection:
 - to the needs of the job market in terms of permeability, due to the engagement of some Enterprises in the project and by encouraging developing career oriented soft skills.
 - to the school community as a whole. The project will implement the recommendation of the EC (Schools policy. A whole school approach to Tackling early school leaving, DG Education and Culture, 2015¹) in putting together the partners' experiences to create shared guidelines for a “whole-school approach” in the prevention of ESL.

In order to develop the output 01 - TRANSNATIONAL NEEDS ANALYSIS & RESEARCH, of the 3 years project ENABLE, the partners countries from October 2017 till the end of February 2017 conducted a national research with the intend to discover and elaborate the following points:

1. Situational analysis in national context of the partner country
2. Good practices
3. Soft skills to meet the needs and cover the gaps
4. Conclusions and recommendations

¹ http://ec.europa.eu/dgs/education_culture/repository/education/policy/strategic-framework/expert-groups/documents/early-leaving-policy_en.pdf

The Transnational Report is based on the results of the national survey, interviews and focus groups. It includes structured information about the examples of good practices collected from the Partner countries. Furthermore, it provides a comparison between the different national contexts in order to synthesis the common features.

This Report includes quantitative and qualitative results collected during the analysis activities conducted by the participating Countries.

METHODOLOGY AND TARGET GROUPS

The design of methodology consists of:

1. Online survey
2. Interviews
3. Focus group

The specific templates for survey, interviews and focus group (focus group guidelines) were used by all partners in order to gather and compare same type of data (templates as annexes 1-3).

The collected data were introduced in the partners report template in English by every partner and it was eventually sent to the output leader for developing this final report.

A total of 379 people took part in the various activities of the research, having all the partners shared a common methodology to advantage a comparison.

1.1 SURVEY

The target group identified is mostly composed of students, teachers/headmasters and a little participation of school staff.

The questionnaire regarded 253 people distributed as follows:

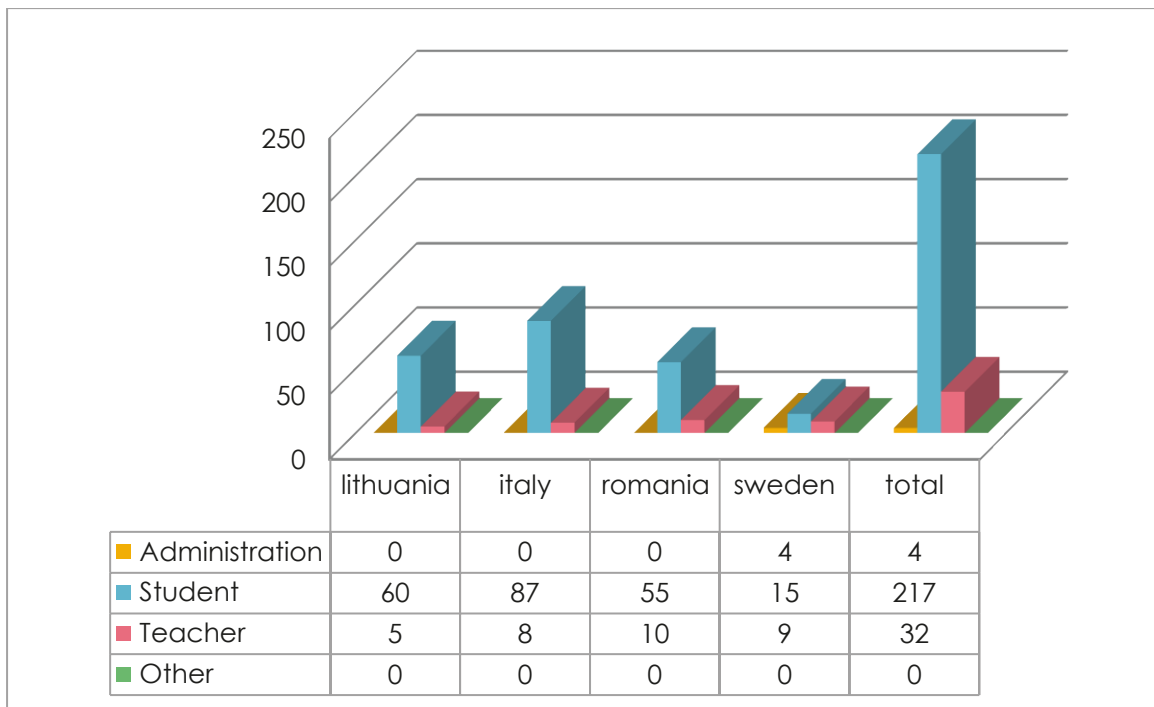


FIG. 1 DISTRIBUTION OF PARTICIPANTS

The school staff/administration is only the 1%, teachers are representing the 13% while students are the most consistent component with the 85%.

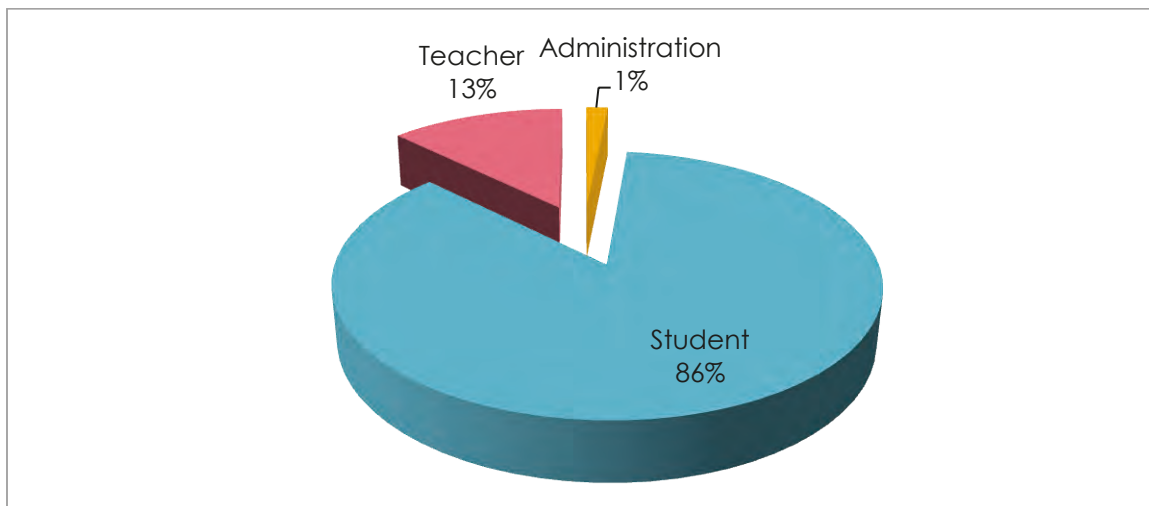


FIG.2 COMPOSITION OF THE SAMPLE

2.2 INTERVIEWS

The interviews interested 39 individuals distributed as follows:

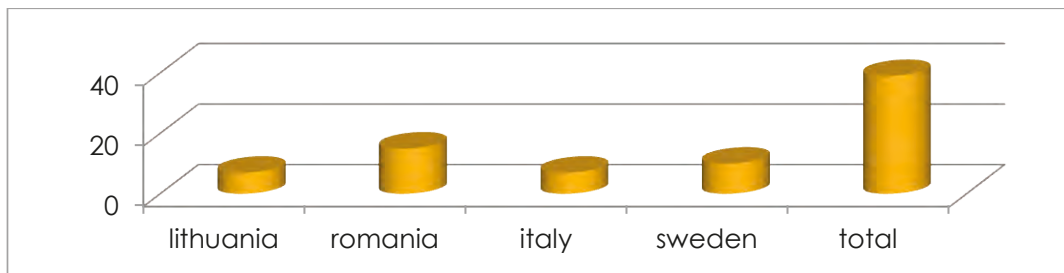


FIG. 3 DISTRIBUTION OF THE INTERVIEWS

The composition of the sample is quite homogeneous in Lithuania, Italy and Sweden, where the interviewed are mostly teachers, in Romania, instead, there are people from Bagdasar Hospital / Individual lawyer office and people from Dimitrie Gusti School/Gh Lazar National College.

2.3 FOCUS GROUP

The focus groups involved a total of 87 individuals

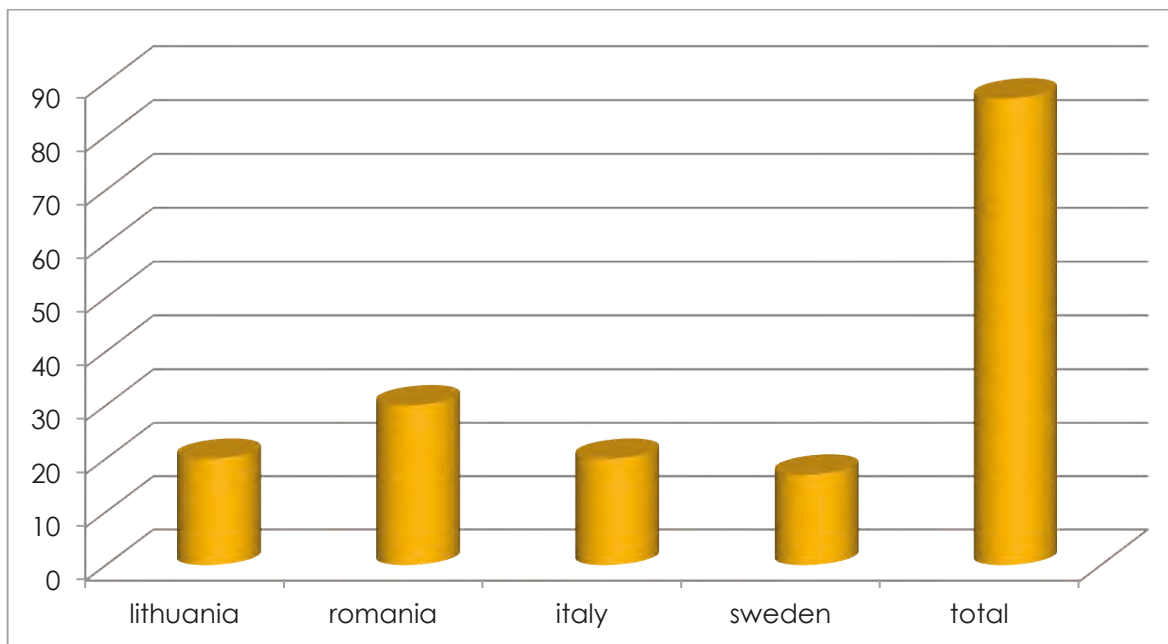


FIG. 4 DISTRIBUTION OF THE FOCUS GROUP PER COUNTRY

The total is composed by the 23% of Lithuania and Italy, and 20% is representing Sweden, while Romania is the 34%. For the focus group the majority of the sample is composed of teachers.

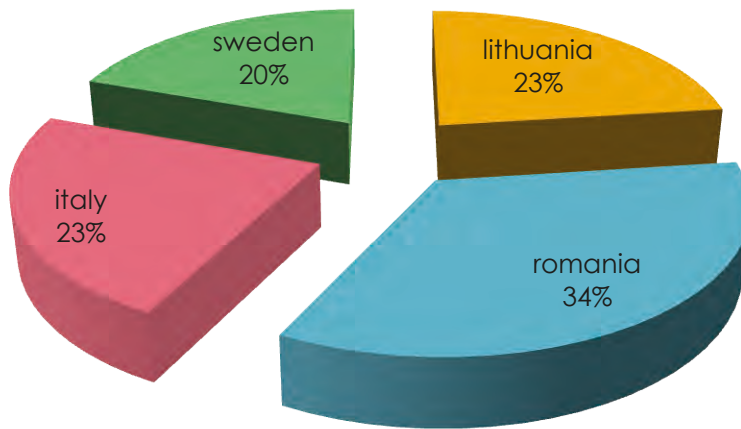


FIG. 5 COMPOSITION OF THE SAMPLE

THE SURVEY

The national survey is organized in four parts:

1. Demographical data
2. Most influential factors to decide to quit the school
3. Best practices (like: measures taken by your school in order to prevent early school leaving, etc)
4. Soft skills, required the most in the labour market in your region/country

The total number of participants is 253. The graphs which follow illustrate in detail the composition of the sample identified by the questionnaires. The presented data show the participants by country and in total numbers, the gender of the participants by country and in total, and the age distribution of the participants.

The main characteristics of the sample are to have an almost equal distribution between males and females and to represent the 69% participation of individuals between 15 and 19 years of age.

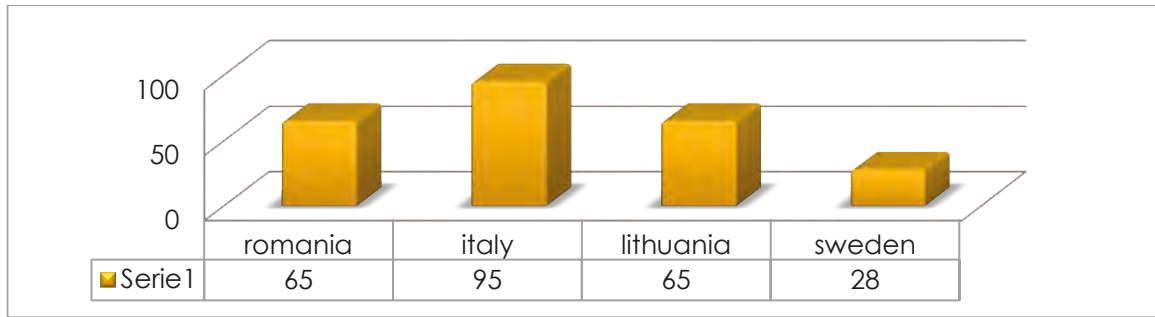


FIG. 6 DISTRIBUTION OF THE SAMPLE PER COUNTRY

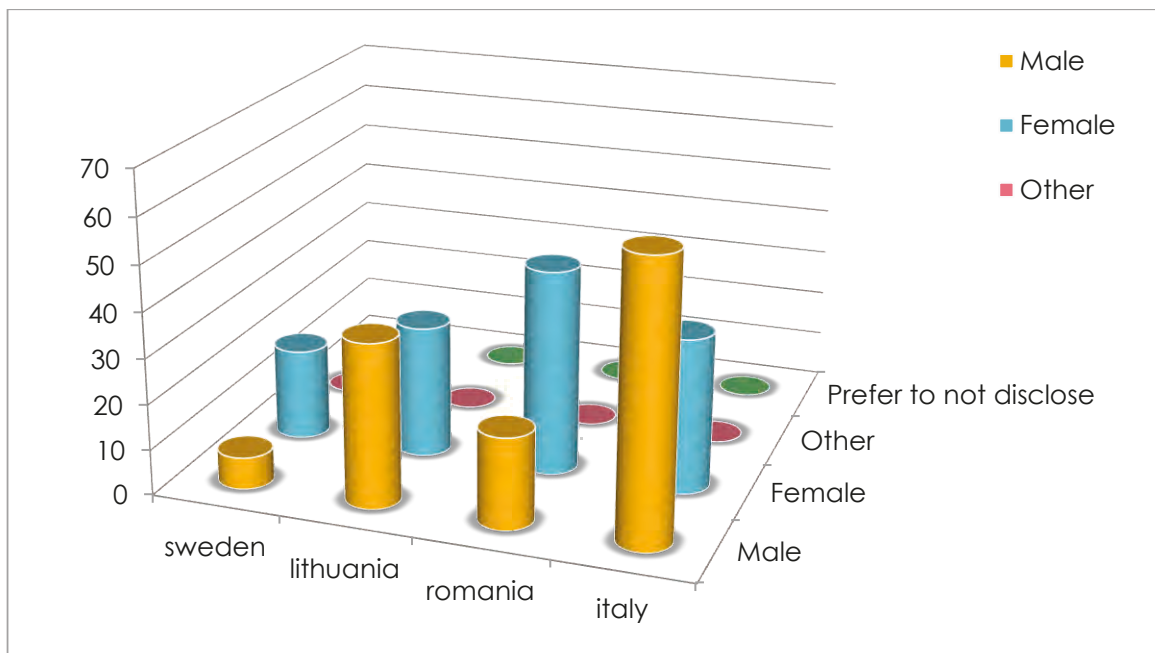


FIG. 7 GENDER COMPOSITION PER COUNTRY

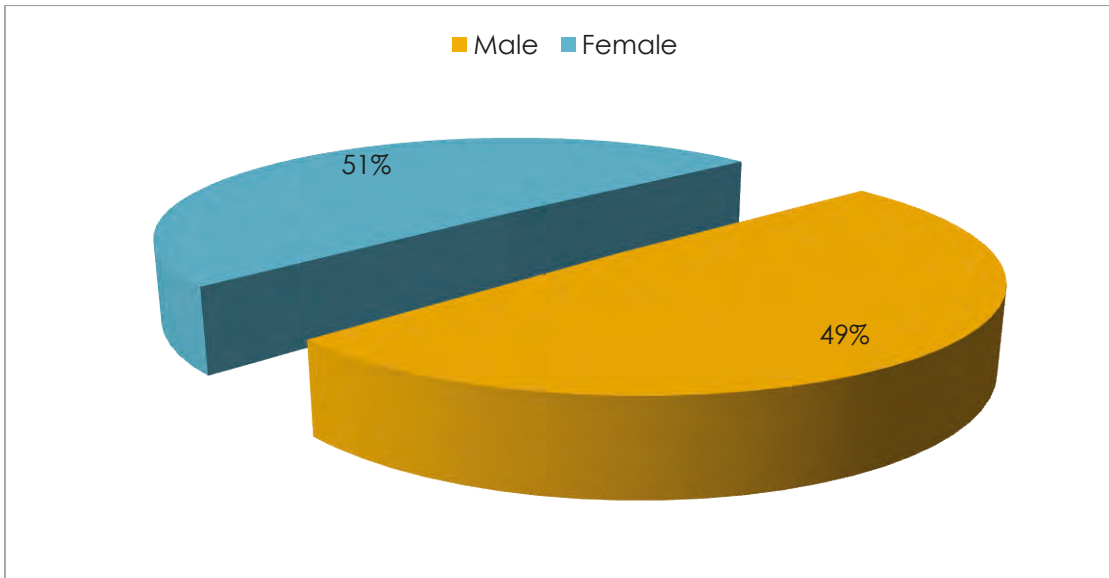


FIG. 8 GENDER PROPORTION

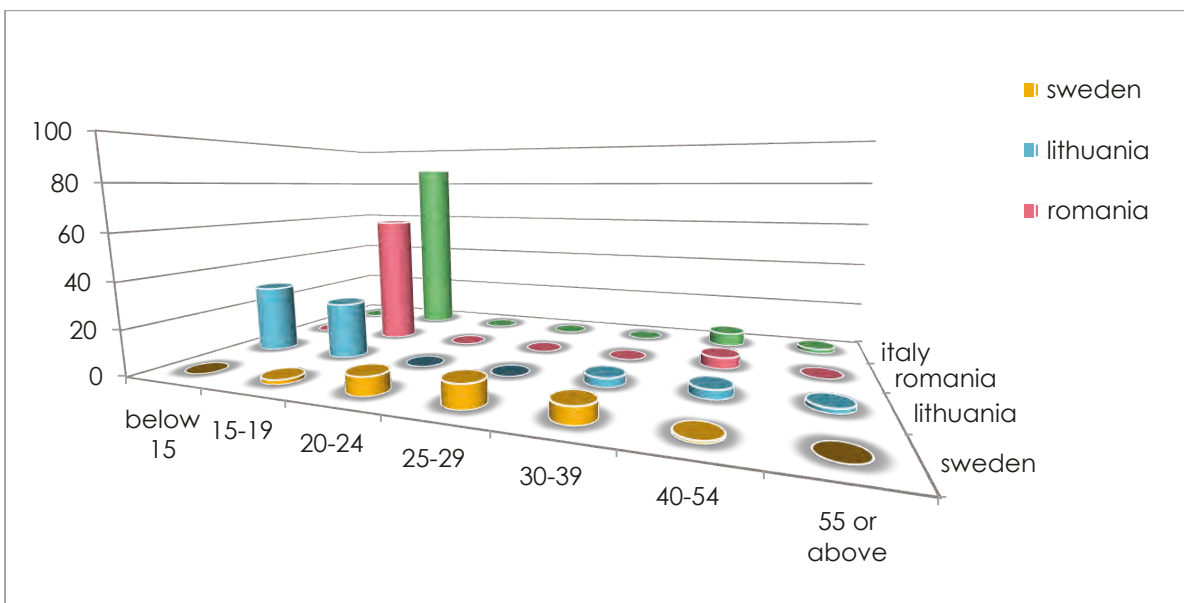


FIG. 9 AGE DISTRIBUTION PER COUNTRY

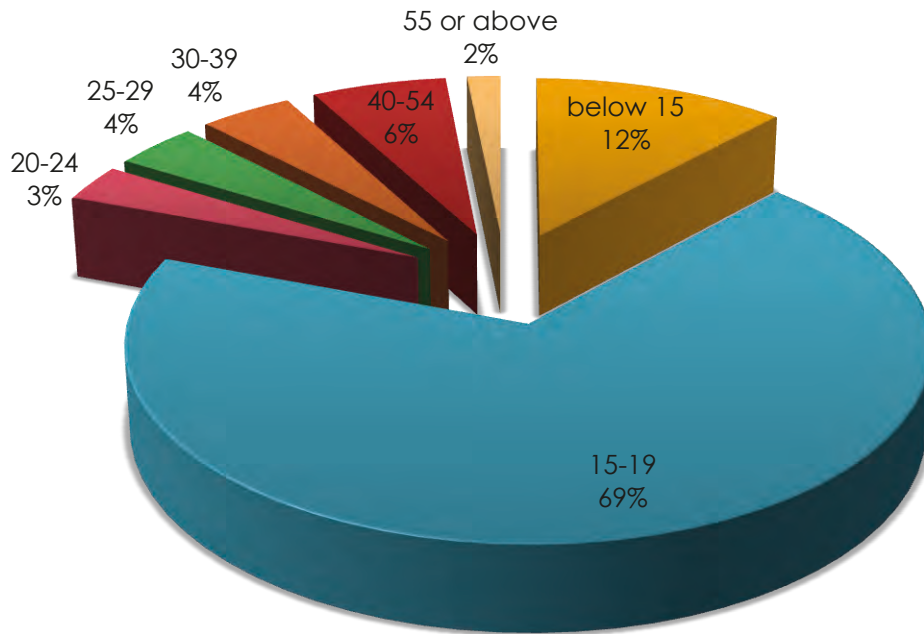


FIG. 10 AGE PERCENTAGE

The role that participants play in school is mainly related to the teaching and administration of the school, whereas the absolute majority is represented by the students, than among those who are below the age of 15 and those who insist on the range between 15 and 19 years, are representing the 81% of the sample involved.

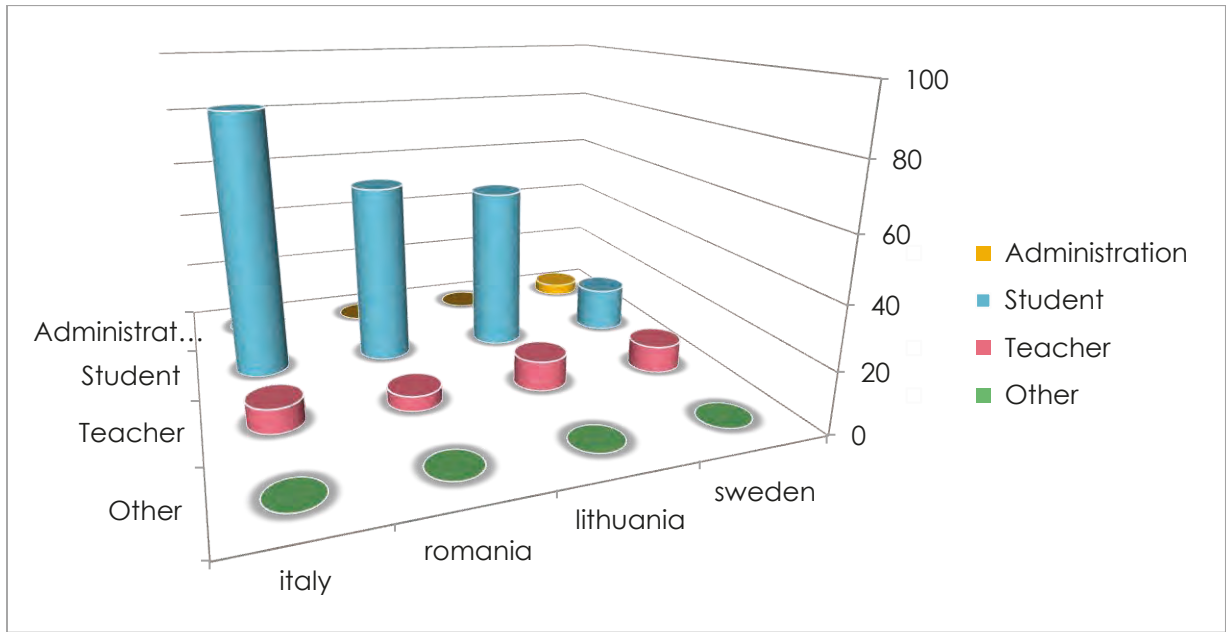


FIG.11 ROLE IN THE SCHOOL PER COUNTRY

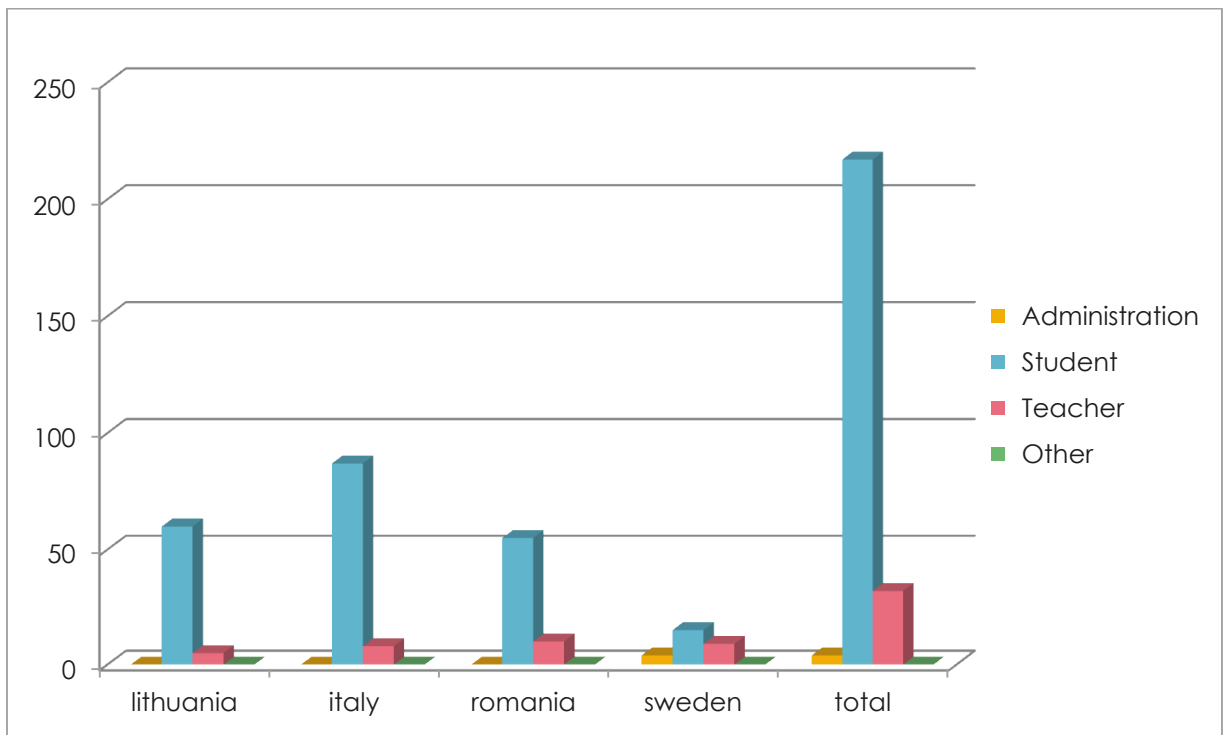


FIG.12 TOTAL OF ROLE IN THE SCHOOL

The second part of the survey is focused on investigate the factors that can influence the drop out of school, and proposes a series of questions that we can define structured into two sections. The first is oriented about

any difficulties related to the understanding, study and orientation of the personal development of the student. In fact, very often, for lack of a targeted approach, the student enrolls in a school which does not correspond to its particular skill, and therefore the problems of study and understanding of issues treated involves the student in a spiral of lack of self-esteem and inability to react which can be crucial to leave school.

Let's examine the first section of the second part of the survey, to discover the factors that influence the decision to quit the school, the first reference is connected with the capacity and competences for studying.

The respondents have identified as the most significant difficulties:

- Study difficulties
- Difficulties in Self-managing everything
- Other: poverty, school curricula, lack of empathy of colleagues, difficulty to socialize, health problems, lack of interest, lack of opportunities on labor market, bullying
- First results disappointing
- Amount of work required
- Too big step after prior education

The results focus mainly on academic difficulties in studies but consider problems related to the economic situation, as the emotional difficulties and related school-wellbeing and socio-economic situation of the country.

Capacity and competences for studying:

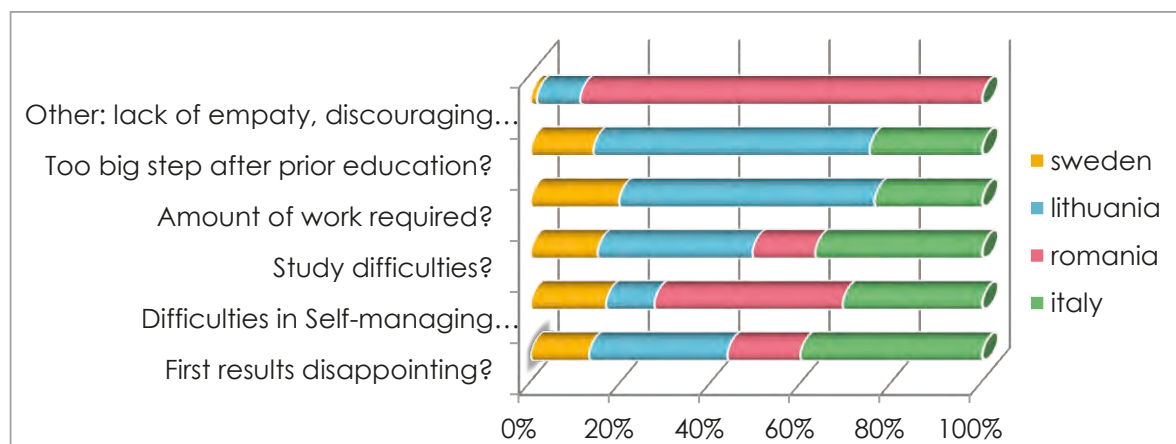


FIG. 13 CAPACITY/COMPETENCES PER COUNTRY