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School Still Plays

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SUPERFICCE 8
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School Still Plays

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cannot be held responsible for any use which may be made of the information
contained therein.

The project

The **SCHOOL STILL PLAYS** project - one of four funded at European level - is made possible thanks to partnership between the **Provincia di Perugia** - Applicant with the authorization of the Regional School Office of Umbria, and other organizations, including the **nitro** project, in Italy, Bulgaria, Poland and Romania. It aims to prevent and reduce early school leaving through the creation of experimental activities, at the political level, including research, training, assessment and education focused on life skills and the emotional dimension of education.

This objective will be achieved with the introduction within educational programs of **life skills**, designed as an independent content, based on the **emotional dimension of the curriculum**, which is the new element in the world of education. Therefore, the project establishes a **model** for the update, the **qualification** and **training** of educators; through the development of methods to build a shared dialogue between the institutions and the labor market in order to ensure the continuous adaptation of curricula to the work processes in order to maintain and develop their **employability** levels.

The project aims to develop practical models to fight the school dropouts, to be replicated, thus contributing to the definition of national and European policies and strategies to combat early school leaving and raising the level of education of young people in the European Union.

European Context

Istat, in the study on education in Italy, "We are Italian", analyzed the levels of preparedness and early school leaving, the qualifications obtained by students and the propensity Italian government investment in education. The collected data were then compared with those of other European countries. The picture that emerges confirms the critical Italian situation (education affects our GDP by 4.8%, compared with the European average of 5.6 %). 45% of the population (between 25 and 64 years), received only secondary school certificate (European average: 27.3%). Leaving school before the graduation of the second cycle higher or maturity seems therefore one of the crucial issues to be addressed in the adoption of those practices necessary to the objectives set by ET (Europe 2020) in terms of competitiveness of the education system / employability / growth.

Young people between 18 and 24 years who have decided to leave school before the baccalaureate represent 18.8% of the population, against the European percentage of 14.1 %. Several studies in the last five years have addressed the issue of "early school leavers" and in general it seems that mainly males are involved in the issue, especially in the range from 17 to 19 years followed by 14 to 16 years old, placed between those who have not yet attended professional or technical institutions.

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The project proposal is 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"**.

It highlights that:

- early school leaving is caused by a mix of individual, educational and socio-economic factors;
- early school leaving can be prevented through systematic evidence based policies;
- early school leaving hinders smart, sustainable and inclusive growth: "Europe's future depends largely on its young people. One of the headline targets agreed by the European Council is to reduce the share of early school leavers to less than 10% and to ensure that at least 40% of the younger generation have a tertiary qualification or equivalent. Improving the educational achievement of young people addresses both the aims for 'smart growth' by improving skills levels and for 'inclusive growth' by tackling one of the major risk factors for unemployment and poverty".

Objectives

The specific objectives of the **SSP** project are:

- to transfer methodologies and tools to prevent and combat the phenomenon of school dropouts;
- to experiment and develop guidance services at all levels of education;
- to experiment and develop mentoring services and counseling through the strengthening of partnership networks in education and training;
- to test of training courses for schools' teachers;
- to contribute to the redefinition of the curriculum with regard to life skills by experimenting with methods of non-formal education;
- to develop a system for monitoring and evaluation of the achieved results.

Main activities

- Development and dissemination of a research report on school dropouts in the participating countries;
- Development and dissemination of a good practice guidance report on the fight against early school leaving in the European Union;
- Development of innovative pedagogical models to combat early school leaving by incorporating into school curricula content and tools to enable students to acquire emotional skills;
- Transfer of new curricula, contents, methods for teachers through the creation of manuals, open educational resources and the organization and implementation of a training course in each country involved in the project;
- Testing and evaluation of new pedagogical models.

Partnership



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