Enhancing capability of teachers and schools in planning and implementing their projects in order to have positive effect on early school leaving

MAIN INFO

SALTO E&T link:	https://sandbox.salto-et.net/events/show/HU01_0123_THO_2019		
Sector:	SE	**Priority:**	Professionalisation of teachers and staff (2014-20)
Scope:	Transnational		
Type of presence:	Face-to-Face	**Venue country:**	Hungary
Venue city:	Budapest	**Working language:**	English
Key Action:	Not applicable	**TCA documents:**	
Postponed:	No	**E+ Academy:**	No
Start date:	20.11.2019	**End date:**	22.11.2019
Subtopic:			

TCA DESCRIPTION

Themes and goals:

• Are you a school leader who experiences a high drop-out rate in your school? Do your students often seem bored and hard to get involved in class? Do many of your learners miss lessons, or when they show up they often bully others or show self-neglecting or harmful behaviour? Do you try to do your best but you don’t know how to change the wrong school climate? • Do you work for an education NGO, a small and medium-sized business or a state authority active in improving the situation of learners from challenging socio-economic backgrounds? Do you feel motivated to get a European perspective about the current intervention practices in tackling early school leaving so you can incorporate them in your own national/local practice? • Are you open to exchange practices with other professionals in the field from across Europe with the potential to develop international projects together? If yes, you are welcome to join our seminar on “Enhancing capability of teachers and schools in planning and implementing their projects in order to have positive effect on early school leaving”. The reasons behind dropping out of school are manifold, so the solution to the problem has to be specific as well. Well prepared teacher teams involving various educational professionals and also parents can do a lot to reduce early school leaving. One of the aims of the planned thematic seminar is to bring together participants from the school education and vocational education sectors, either who have an ongoing granted project or who are open to a potential future international cooperationlinked to the following Erasmus+ sectoral priority: Supporting schools to tackle early school leaving (ESL) and disadvantage. Other aim of the seminar is to give know-how, built on a professional content and concerning a full project life cycle, for the content and the methodological planning of a project. During the seminar we would use

teacher's collaborative learning as a methodology and show how a teachers' team can act together in such a learning method letting the participants learning it by doing. Finally, the aim of the TCA is to inspire participants to develop further Erasmus+ projects based on the content and personal international contacts acquired at the event.

Expected results:

Participants, based on largely, but not quite completely the results of Tempus Public Foundation's (TPF) KA3 projects dealing with early school leaving and teachers' collaborative learning,will get to know the complexity of the early school leaving issue, including the - sometimes country specific - differences of reasons and consequencies;will have opportunities to discuss the issue with their international peers and realize - among others - its country specific differencies;can share their own practices and issues related to the early school leaving and dropout prevention; will get support for conscious planning of their project's positive effect on early school leaving regardless their country background;will get to know how to use practical tools, knowledge portals developed in the TPF's KA3 projects what can boost either their project work or their school work and will get to know how and where to collect professional information in the given issue and how they can build it in their professional life; be able to plan and interpret either the wider context or special aims from the point of their institution or project; be able to choose relevant tools for the special aims and define project's evaluation and success criteria.

Additional information:

The dropout prevention and tackling early school leaving is a current issue that governments, schools, teachers, parents, other actors of education around a school have something to do with. The Tempus Public Foundation through its Knowledge Centre, is working on building bridges between policy and practice and fostering the implementation of relevant EU objectives (social, employment and educational issues) into Hungarian educational policy. While doing its task the TPF implemented the following KA3 projects and would build the international seminar's program on the experience and results of the pilot seminars and workshops organised during the implementation of these projects: • CroCooS – Prevent dropout! project identified elements of a comprehensive institutional early warning system (EWS) and tested its applicability in national context. The CroCooS Knowledge Centre is a complex system linking closely the Resource Pool with a huge theoretical background, the CroCooS Toolkit with several tools could be used in the school to prevent dropout and the Guidelines to support the effective usage of the Toolkit with thematic tags. • ESLplus project – The ESLplus project aims to reduce disparities in learning outcomes affecting learners from disadvantaged backgrounds, that is why we planned to systematically collect, analyse along standard criteria and to share knowledge, practices, and applications related to the topic of reducing early school leaving at a European level. • EFFECT project - The main goal of the project was to develop a European Methodological Framework for Facilitating Teachers' Collaborative Learning (CTL) as a tool to foster local collaborations between teachers within and across schools. Thus the Methodological Framework can serve a source of the knowledge base of CTL or can be used as a tool for facilitators, with the aims of contributing to teachers' competence development or facilitating policy development and innovative improvements related to teacher learning at a national, a regional, a local and institutional level.

PARTNERS AND PARTICIPANTS

Organiser NA:	HU01 - Tempus Public Foundation
Number of participants:	40
Target group:	
Erasmus+ Programme experience level:	
Profile of participants:	Participants from the school education and vocational education sectors, either who have an ongoing granted (KA 101; KA 102; KA 229; KA 201; KA 202) project or who are open to a potential future international cooperation, linked to the following Erasmus+ sectoral priority: Supporting schools to tackle early school leaving (ESL) and disadvantage. In the case of KA 101, KA 102 and KA 229 projects the seminar is targeted especially at school leaders, heads/deputy heads of pre-schools, working group leaders, head teachers, mentor teachers and project coordinators. In the case of KA 201 and KA 202 projects, representatives of education NGOs, small and medium-sized businesses or state authorities are welcome active in improving the situation of learners from challenging socio-economic backgrounds.
Participants per country:	
Sending partner(s) - Booked places:	ES01 - 1 DE03 - 3 PT01 - 2 BE02 - 3 MK01 - 2 EE01 - 2 SE01 - 2 AT01 - 2 PL01 - 3 FI01 - - BE01 - - CY01 - - MT01 - -
Pending Sending partner application(s) - Booked places:	-
Accepted Sending partner(s) - Accepted places:	ES01 - 1 DE03 - 3 PT01 - 2 BE02 - 3 MK01 - 2 EE01 - 2 SE01 - 2 AT01 - 2 PL01 - 3 FI01 - 3 BE01 - 2 CY01 - 2 MT01 - 2
Pending booked places:	0
Accepted places:	29

TCA PARTICIPANT APPLICATION

Start date of TCA Participant Application:	18.07.2019	**Application deadline:**	08.06.2019
Confirmation deadline for Sending NAs:	20.05.2019	**Confirmation deadline for Organiser NAs:**	15.06.2019

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