

Project RESLEA

From ŠCV Perspective



Lifelong
Learning
Programme



RESLEA



- RESLEA – ‘Reduction of Early School Leaving of Young People’
- Timeframe of the project:
February 2012 – January 2013
- Funding: Lifelong Learning Programme (LPP)
- Partners: 10 different organizations from 6 EU countries



School Center Velenje



- Public educational institution which consists of 5 secondary schools, Higher Professional School, Inter-company Training Center and Students' residence



School of Coal-mining



School of Mechanical Engineering



School of Electrical Engineering and Computing



School for Service Activities



Gymnasium





ŠOLSKI CENTER VELENJE
mavrica znanja od 1958

School Center Velenje



- School year 2012/2013:
 - 29 secondary school programmes
 - 6 tertiary school programmes
 - 1880 secondary school students, 454 students, 1500 adult students



Main RESLEA Objectives



- To develop an innovative delivery model and toolkits for students aged 15 – 19, which can be used in different countries and learning settings to prevent dropping-out and to reduce the number of early school leavers
- To pilot the model in different countries and settings
- To explore the applicability and usefulness of this model in other countries and settings
- To validate the toolkits in close cooperation with stakeholders

Model Development



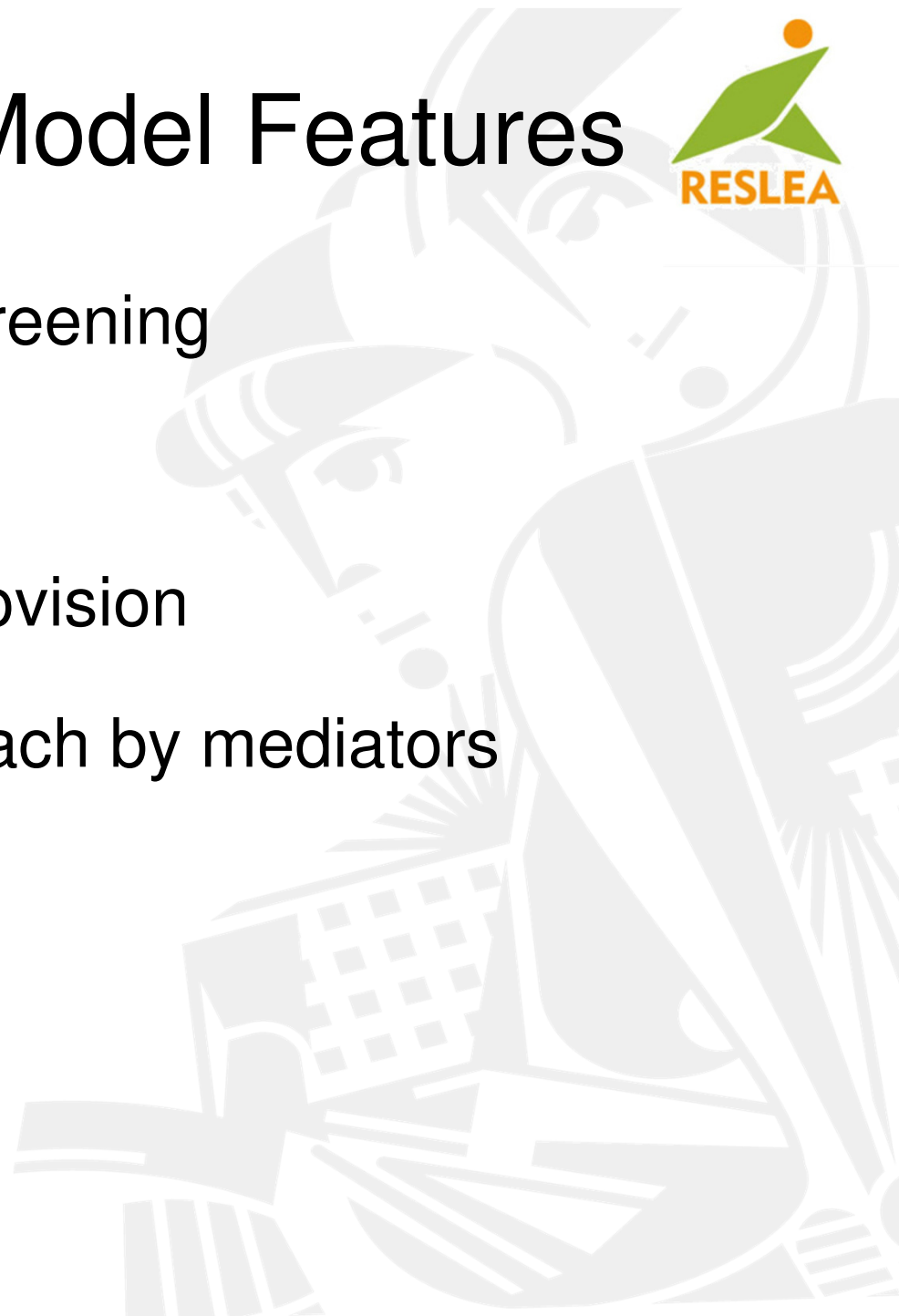
- Analysis of country policies and best good practices of each partner country
- The RESLEA model adapted from an established 360° intervention programme – ‘Mediators for school success’ – developed in Portugal by EPIS



RESLEA Model Features



- Quantitative risk screening
- Targeted approach
- Evidence-based provision
- Empowering approach by mediators
- Monitoring impact



RESLEA Pilot Project



- RESLEA model was tested at:
- Hackney Community College (Tertiary Level Education), UK
- Szalmak (Vocational Training School), Hungary
- Agrupamentode Escolasda Apelação (Regular and Vocational Training School), Portugal
- School Centre Velenje (Vocational Training and Technical Secondary School), Slovenia.

RESLEA Pilot ŠCV

• 1. STUDENTS SELECTION:

- School of Electrical Engineering and Computing
- 2 parallel classes of 1st year students (age 14-15)
- Programme: Computer Technician
(4 year technical secondary school)
- Pilot class: 1. TRA, 28 students, only 3 girls
- Control class: 1. TRB, 26 students, all boys



RESLEA Pilot ŠCV



• 2. SCREENING PROCESS:

- Specific academic performance indicators:
 - ≥ 1 school failures or
 - ≥ 3 negative grades after 1st term
- Key non-cognitive skills, Family Capital Indicators and student satisfaction indicators (measured using web questionnaire)
- Family Apgar Index
- Graffar Index

RESLEA Pilot ŠCV



- 2. SCREENING PROCESS:
 - Family Apgar Index:

The Family APGAR

	Almost always	Some of the time	Hardly ever
I am satisfied with the help that I receive from members of my family when something is troubling me.	_____	_____	_____
I am satisfied with the way members of my family discuss items of common interest and share problem-solving with me.	_____	_____	_____
I find that members of my family accept my wishes to take on new activities or make changes.	_____	_____	_____
I am satisfied with the way members of my family express affection and respond to my feelings, such as anger, sorrow, and love.	_____	_____	_____
I am satisfied with the way members of my family and I share time together.	_____	_____	_____

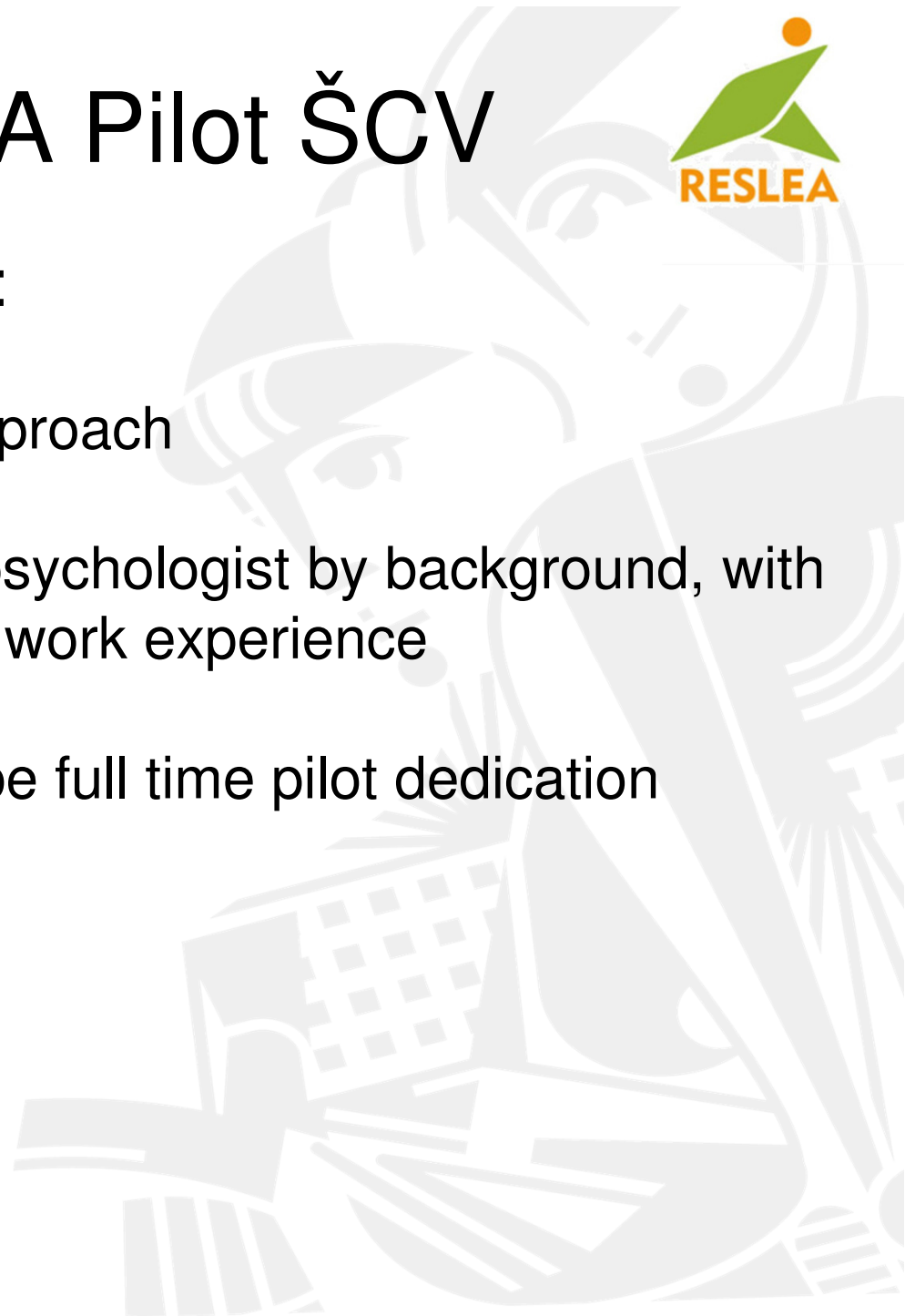


RESLEA Pilot ŠCV



• 3. INTERVENTION:

- Mentor/mediator approach
- School counselor, psychologist by background, with more than 5 years of work experience
- Preferential would be full time pilot dedication



RESLEA Pilot ŠCV



- 3. INTERVENTION:

- ‘High Aim’ student coaching programme

- Mentor/mediator approach
- Each student identified as ‘at risk of ESL’ signed a contract (Personal Education Plan)
- 2 group sessions Problem solving
- 2 group sessions Time management and studying methods
- At least 4 individual sessions with mediator, class teacher and parents

RESLEA Pilot ŠCV



- 3. INTERVENTION:

‘Back to School’ programme for family

- Mentor/mediator approach
- 1 group session Studying methods and how to help your child to be successful at secondary school
- 2 brochures, How to promote your child’s learning and Benefits of parental involvement in school
- Parents were regularly invited to the meeting with mediator and class teacher

RESLEA Pilot ŠCV



- 3. INTERVENTION:

‘Student excellence’ support for teachers

- Mentor/mediator approach
- 4 workshops
 - Definition of rules
 - Teacher’s/student’s expectations
 - Conflict management
 - Student motivation



RESLEA Pilot ŠCV



- 3. INTERVENTION:

Community involvement

- optional part of the RESLEA model
- in ŠCV was not applied since community is already involved through volunteering



RESLEA ŠCV Findings



SCREENING:

- In both, pilot and control class, we identified as at risk of ESL 7 students

- + Screening tool is easily applied

- + No student with an actual risk of ESL failed to be identified

- + Low costs

- Questionnaire results are sometimes questionable

- Majority of the students found questionnaire too long

Screening Results



Pilot class:

Student	Failed	Negative grades	Family Apgar	Apgar Index	Other
TRA7	Yes	6	3	IV	
TRA10	No	4	9	1	Attention problems, reading/writing disorder
TRA11	No	3	5	II	
TRA15	No	7	4	II	
TRA18	Yes	6	0	IV	Sickness, hospital
TRA19	No	3	10	III	Sickness
TRA25	No	4	0	I	





ŠOLSKI CENTER VELENJE
mavrica znanja (od 1958)



MEDPODJETNIŠKI
IZOBRAŽEVALNI CENTER



Screening Results



Control class:

Student	Failed	Negative grades	Family Apgar	Apgar Index	Other
TRB2	Yes	4	10	IV	Older student (23 y)
TRB5	Yes	2			Psychological problems, hospital
TRB8	Yes	2	9	II	Psychological problems
TRB10	No	7	9	II	From abroad
TRB14	Yes	5	10	I	
TRB19	No	5	15	II	
TRB25	No	4	5	II	



RESLEA ŠCV Findings



SCREENING:

- This school year all 5 secondary schools applied shorten and improved web questionnaire on all first year students (apart from the RESLEA project)

- + Screening results provide valuable information for school counselors and class teachers

- + Class teachers validated results

Software in development ...

		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
VEŠTOST	Šolske zvezke imam lepo urejene in organizirane.	1	2	2	3	1	2	2	2	3	1	2	2	4	2	2	3
	Učim se tudi, kadar ni napovedanega ocenjevanja znanja.	7	6	8	8	6	6	9	9	9	7	7	6	9	8	7	10
	Učim se tudi, kadar me k temu ne pozovejo ostali (starši, učitelji, sošolci ...).	3	2	2	2	2	2	3	4	3	3	2	1	3	3	2	3
SOBLOVNOST	Sošolci me običajno poiščejo, kadar imajo kakšno težavo.	3	3	3	3	2	3	4	3	4	1	2	2	4	3	2	3
	Rad imam delo v skupinah.	7	7	9	8	6	8	6	9	9	5	6	5	9	7	6	8
	Prostovoljno se javim, kadar je potrebno opraviti kakšno nalogo.	1	1	2	2	1	3	1	2	1	1	1	1	3	1	1	2
SAMOZAVESTI ANKVIJE	Srednje šolo bom po svojem mnenju uspešno dokončal.	2	2	1	2	1	1	1	3	1	2	2	1	3	2	1	3
	V svojem poklicu bom uspešen.	3	3	2	3	2	2	2	5	2	4	4	2	5	3	2	4
	Vpisi, do katere stopnje si želiš doseči izobrazbo	3.	srednji	3.	srednji	3.	srednji	fakulte	višje š	3.	fakulte	srednji	fakulte	srednji	3.	višje š	fakulte
ANŠKOZNOST	Večer pred ocenjevanjem znanja sem miren in sproščen.	2	3	4	2	2	3	3	3	3	2	3	3	2	2	4	1
	Med ocenjevanjem znanja sem sproščen.	8	9	12	7	7	7	8	9	9	8	7	8	8	6	12	8
	Kadar nastopam pred razredom, sem sproščen.	4	3	4	3	2	2	1	3	3	3	2	2	2	2	4	4
SAMOREGULACIJA	Sem miren in ne motim pouka.	2	2	3	2	3	1	4	4	4	3	1	3	1	3	2	3
	Svoje vedenje lahko kontroliram (sem tih in miren, ko učitelj to zahteva).	5	4	6	6	6	3	12	9	10	6	3	6	4	7	5	5
	Upoštevam navodila učiteljev.	1	1	2	2	1	1	4	2	3	2	1	2	2	1	1	1
PROMIS USPEHA	Moji rezultati in ocene niso odvisni od učiteljev.	2	2	1	2	1	2	4	5	5	2	4	2	4	4	4	4
	Moji rezultati in ocene niso odvisni od sreče.	4	6	5	2	4	2	4	5	5	4	4	4	4	7	4	4
DRUŽINSKI AFKAR INDEX	Kadar imam težave, mi družina pomaga in me podpira.	1	1	1	1	1	1	1	2	1	1	1	3	1	3	1	1
	Pri večini družinskih odločitev lahko sodelujem.	2	2	1	2	1	2	1	2	1	1	1	2	2	3	3	2
	Pri uvajanju sprememb družina upošteva moje želje.	2	2	5	7	5	8	5	8	5	6	6	13	8	13	9	9
	V družini me imajo radi in me sprejemajo takšnega, kot sem.	1	1	1	1	1	1	1	1	1	1	1	2	2	2	1	1
Zadovoljen sem z družinskim preživljanjem prostega časa.	1	2	1	2	1	2	1	2	1	1	1	3	1	2	1	2	

RESLEA ŠCV Findings



INTERVENTION:

- Most of the students enjoyed coaching sessions but some found them repetitive and boring
- Majority of the families were very willing to participate in the projects
- Majority of the parents found brochures very helpful – this school year all the first year parents got the brochures
- Programme for teachers was only partly applied since themes were covered by previous seminars

RESLEA ŠCV Findings



INTERVENTION:

- Number of drop-outs: 1 in pilot class, 1 in control class
- Number of successful student: 2 in pilot, 1 in control class
- Other student transferred to easier programmes – very popular option, one of the reason for very low ESL rate in Slovenia (4,2 %)
- Students from control class transferred before the end of 2nd term but students from pilot class were motivated to persist longer
- Little difference in results can be attributed to the Slovenian school system which already has integrated many aspects of the RESLEA model

Conclusion



- RESLEA model can be easily applied with a few modifications



- RESLEA model does not need a lot of funding, but it does need some time impute



- Screening tool provides valuable information for school counselors and class teachers and enables timely intervention



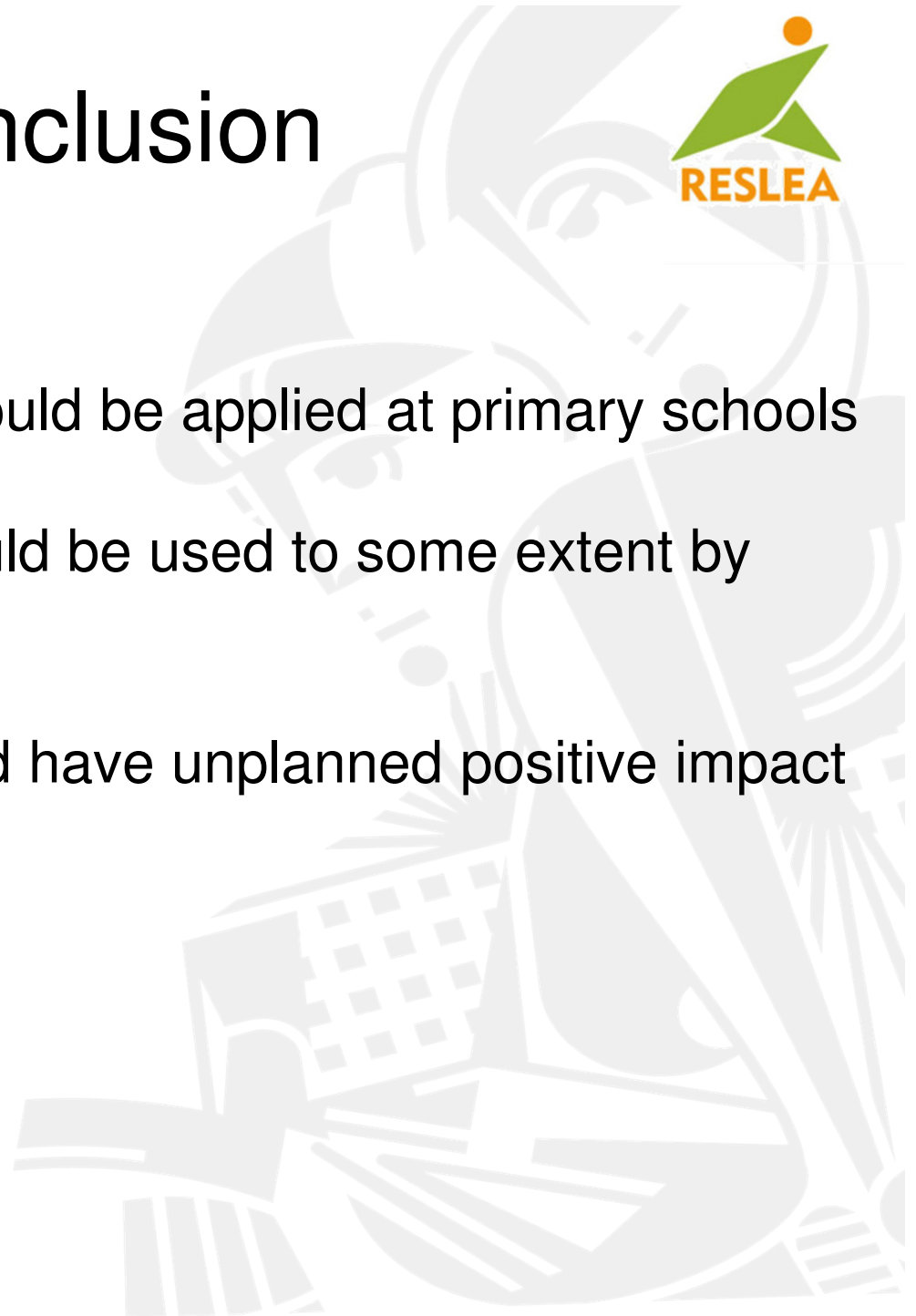
- For successful intervention are very important individual and group sessions also with parents and class teacher



Conclusion

- Experts responses:

- RESLEA model should be applied at primary schools
- RESELA model could be used to some extent by Employment Service
- RESLA model could have unplanned positive impact on students' families



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Reduction of Early School Leaving of Young People (RESLEA)

Secondary and vocational schools, education centres, communities, teachers, families have to work together to reduce the number of pupils who drop out before the end of secondary education.

Early School Leaving

Early school leaving is an urgent and serious problem, not only for individuals, but for society as a whole. Although the situation varies in different EU countries, the social phenomenon of early school leaving follows certain patterns.

There is no single reason for leaving education or vocational training. There are many reasons – often highly individual – why some young people give up education and training prematurely: learning difficulties, social problems or a lack of motivation, guidance or support.

The mission of the RESLEA project is to develop an innovative delivery model and toolkits which can be used

Reduce the percentage of early school leavers to no more 10% in Europe

Click here to see RESLEA SOLUTION

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