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Strategic Partnerships for School Education
Cooperation for innovation and
the exchange of good practices

Reading Early School leaving signals - RESCUE

VADEMECUM for the Database and Community Cooperative Workflow

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RESCUE
READING EARLY SCHOOL LEAVING SIGNALS

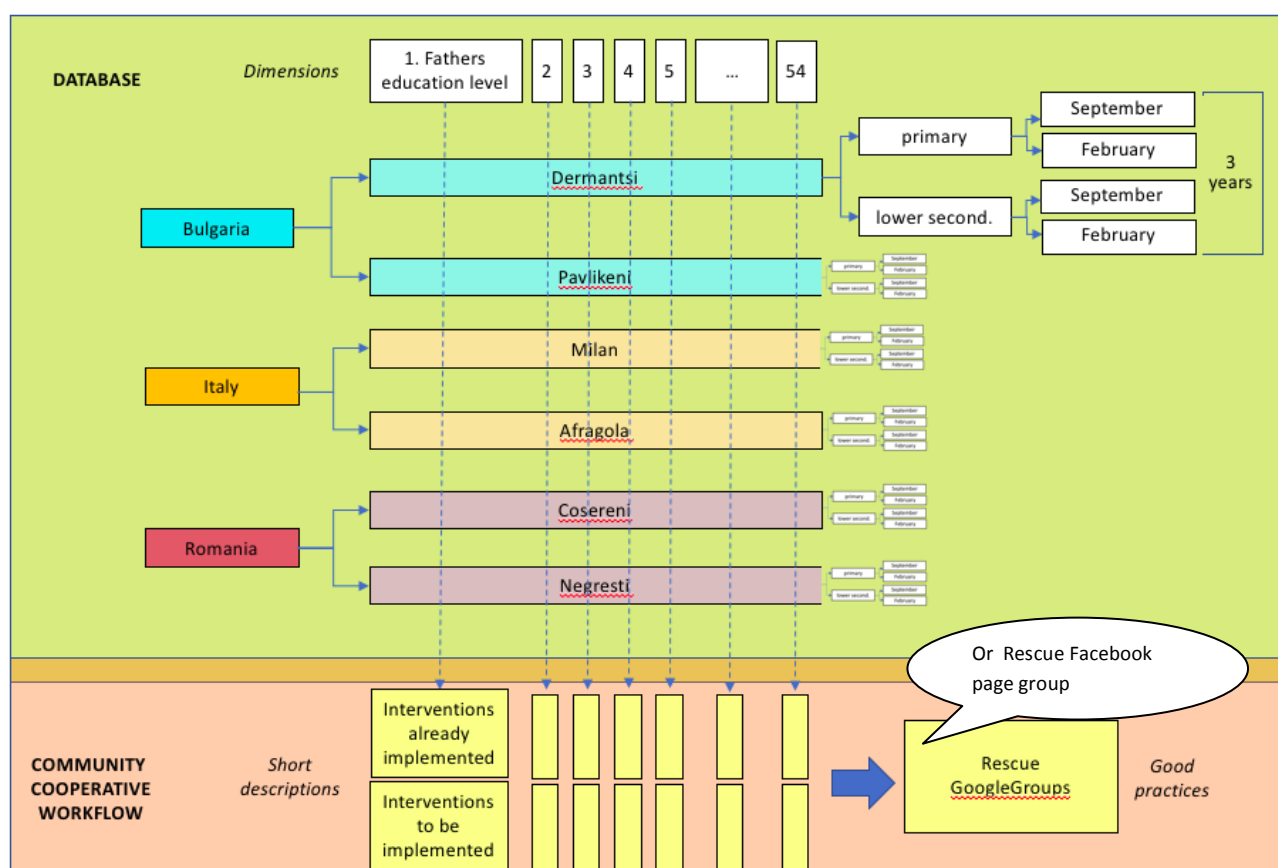
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The prevention and intervention approach (PIA)

The structure of the “Prevention & Intervention Approach” (i.e. “mechanism”) is composed by three parts:

- The database;
 - Short descriptions;
 - Google groups or
 - Facebook groups
- } Community Cooperative Workflow



The database is a quantitative tool, aimed at identifying the risk level (low/high) of schools with regard to ESL.

Short descriptions are a qualitative tool, aimed at offering an overview of the actions already (or to be) implemented face to the high risk factors identified.

Google and Facebook groups are qualitative tools, aimed at delving into some of the actions implemented by schools in terms of good practices.

Short descriptions and Google or Facebook groups are the two parts of the “Community cooperative workflow” of the project.

It is essential to use the PIA tools strictly in combination, not separately. They are conceived to favour a detection+intervention strategy, which cannot be reduced to a simple diagnosis (database) or fragmented practices (workflow).

The Database

The database is a quantitative tool, aimed at identifying the risk level (low/high) of schools with regard to ESL.

It includes 54 dimensions, grouped into four areas (see excel file, columns A and B):

a) background (dimensions 1-6)

b) families (dimensions 7-17)

c) children (dimensions 18-27)

d) school (dimensions 28-54)

Area	Risk level (Dimensions)
Background	1. Fathers education level
	2. Mothers education level
	3. Economic conditions
	4. Family employment
	5. Transport
	6. Community

There are two indicators for each dimension: high risk and low risk (columns C and F). For example, risk is high if the father education is at primary or lower secondary school level, while is low if it is at upper secondary school level or higher.

C	D E	F
High (Indicators)		Low (Indicators)
Primary or lower secondary school		Upper secondary school or further
Primary or lower secondary school		Upper secondary school or further
20% (or more) of families are below the poverty threshold		More than 80% of families are above the poverty threshold

To keep the assessment system simple, there are only two indicators for each dimension. The overall risk level is made by the total of high risk indicators identified for each school (line 57, column D), according to the “Overall Risk Level” scale indicated.

54.	Wellbeing	The school favours achievement through competition as a watchword		The school encourages children and adults to feel good about themselves
Total				

↓

OVERALL RISK LEVEL

3-5=Very low 6-8=Low 9-11=Average 12-14= High 15 or more=Very high

For example a school with only 4 high risk indicators identified is a “ESL low risk” school. Vice versa a school with a total of 18 high risk indicators should be considered a “ESL high risk school”.

Consequently, one indicator (e.g. being disabled or Roma) is not per se a predictor of ESL, but only in conjunction with some other indicators (e.g. being from a poor, rural family, dyslexic, and in a school where the yearly turnover of staff is more than 20%).

Short Descriptions

Short descriptions are a qualitative tool, aimed at offering an overview of the actions already (or to be) implemented face to the ESL high risk factors identified.

For each HIGH risk indicator identified, schools should provide a short description of actions that have already been put in place (columns I-J), or that are planned to be soon implemented (columns K-L).

Current interventions (National language)		Planned interventions (National language)	
Current interventions (English)		Planned interventions (English)	
Short description of interventions already implemented		Short description of interventions to be implemented	

Descriptions should be summarised in three-four lines max.

For example, if the national language is the second language for 20% of children or more (indicator n. 23), description could be “An after school course in Bulgarian [or Italian, Romanian] as a second language has been (columns I-J) / will be (columns K-L) organised to support migrant children from October to December”.

Children	23. Language	National language is the second language for 20% of children (or more)	X	National language is the first language for more than 80% of children	An after school course in Bulgarian as a second language has been organised to support migrant children from October to December	An after school course in Bulgarian as a second language has been organised to support migrant children from October to December

Google and Facebook Groups

Google and Facebook groups are qualitative tools, aimed at delving into some of the actions implemented by schools in terms of good practices (see the link on the Excel file, column M).

Good practices
Link to the Rescue GoogleGroups
or Link to the https://www.facebook.com/rescueESL/

The Google or Facebook groups will offer schools the opportunity to expand the short description of actions already implemented (columns I-J) to prevent or minimise ESL. The design, implementation, and evaluation of some especially valuable actions will be documented through pictures, drawings, diaries, tables, video, written notes, and so on.

Whichever one of the groups that are chosen (Google or Facebook) will enable all teachers to share materials and comments about the good practices developed or in development.

For example, if an after school course to learn the national language (as a second language) has been implemented, teachers will provide through the Google or Facebook groups platform materials as course planning, pictures, children compositions, short videos, teachers' observations, and so on. This way, other teachers from other schools will be able to add comments and suggestions by interacting through the platform.

The Prevention and Intervention Approach (PIA) organisation

There are four possible options of managing the PIA database:

- 1) at the entire school level;
- 2) at the primary school level; at the lower secondary school level;
- 3) at class level;
- 4) at the individual child level.

The database should be ideally updated twice per year (in September and February) at least for three years, so as to offer a dynamic, developmental overview of ESL interventions.

In our opinion, option 1 (2 reports per school per year) is too vague. Option 3 and 4 would be unsustainable at this project stage, as they mean a minimum of 80 reports per school per year.

Therefore, we suggest to adopt option 2 (see the picture) i.e. two reports (September, February) both at the primary and lower secondary school level per year. For example, Dermantsi primary school will fill the PIA in September and February per three years (at least). The same for Dermantsi lower secondary school, etc.



Language

To maximise access to the PIA at the national and European level, we suggest the following language structure:

- Database: a version of the database will be provided in the national language of each school (Bulgarian for Dermantsi, Italian for Milan etc.). Comparison among schools and countries will be made possible by cross-checking indicators in English.
- Short descriptions: short descriptions will be written both in the national language (columns I & K) and in English (columns J & L) to enable at least basic shared understanding across different countries;
- Google and facebook groups: we will exploit the Google and Facebook translate tools' ability to provide rough translation in any of the project languages. Communication will be made easier as much participants will use a mix of instruments (pictures, drawings, video...), keeping written texts as short as possible.

Data collection and production

Three main activities are involved in the collection and production of data through PIA, as information must be

- gathered from different sources within the school (teachers, head-teachers, families, students...);
- put into the database system;
- translated from national language to English and vice versa (e.g. to fill the short descriptions).

Each school will identify 1/2/3 teachers responsible for the management of the above activities.

It is pivotal that the collection of data would be a shared enterprise, gathering as many sources and voices as possible. It is not acceptable that only one person would be delegated to fill the database for the entire school.

To manage communication with the board of the project and the other schools, every school (Dermantsi, Pavlikeni, Milan, Afragola, Cosereni, and Negresti) will appoint 1 contact person, whose name and email will be sent to all partners.

Appendix

Using Google groups to share your ESL good practices

To share through Google groups the good practices you developed in your school to prevent or minimise early school leaving, follow these instructions:

1. Download and install Google Chrome on your computer or smartphone

<https://.google.com/chrome/>

2. Install the Google translate add-on on Google Chrome

<https://chrome.google.com/webstore/detail/google-translate/aapbdbdomjkkjkaonfhkkikfgjllcleb?hl=en>

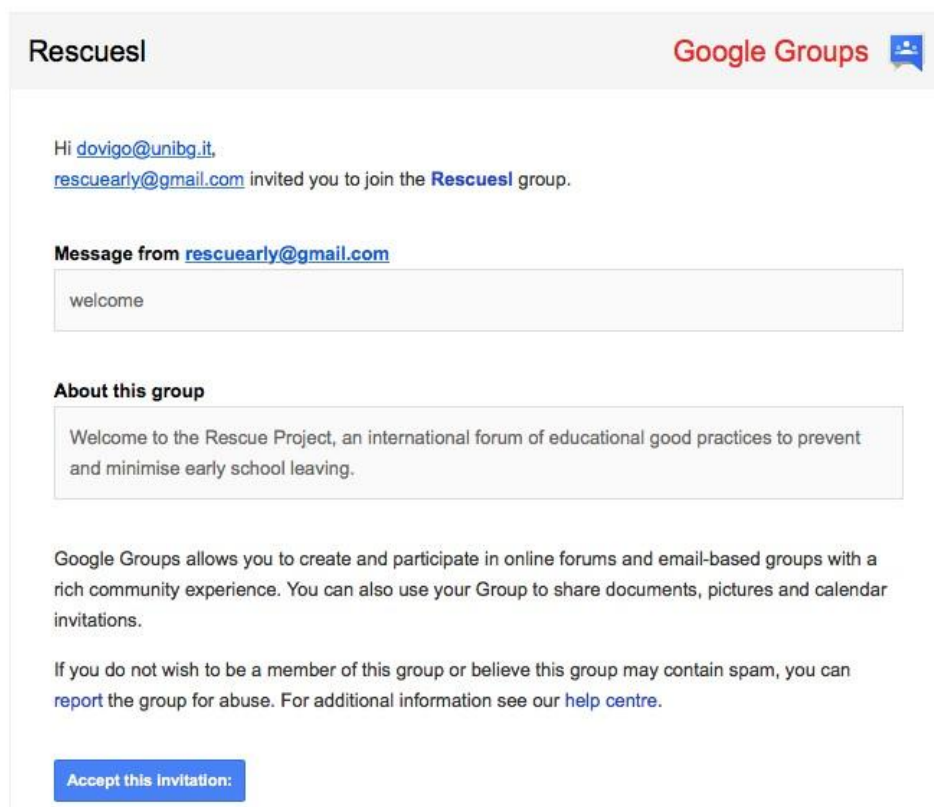
3. If you already have a Google account, go to the #4 step.

If you don't already have a Google account, create a new one on the webpage

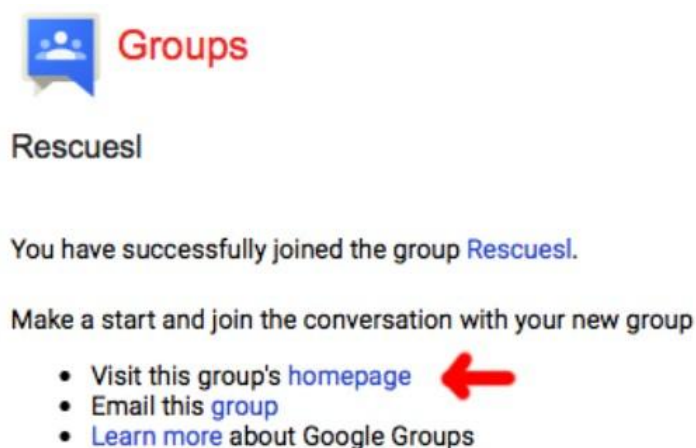
<https://accounts.google.com/SignUp?continue=https%3A%2F%2Faccounts.google.com%2FManageAccount>

4. Using the email on your Google account, contact the Google groups moderator (rescuearly@google.com) to request access to the group.

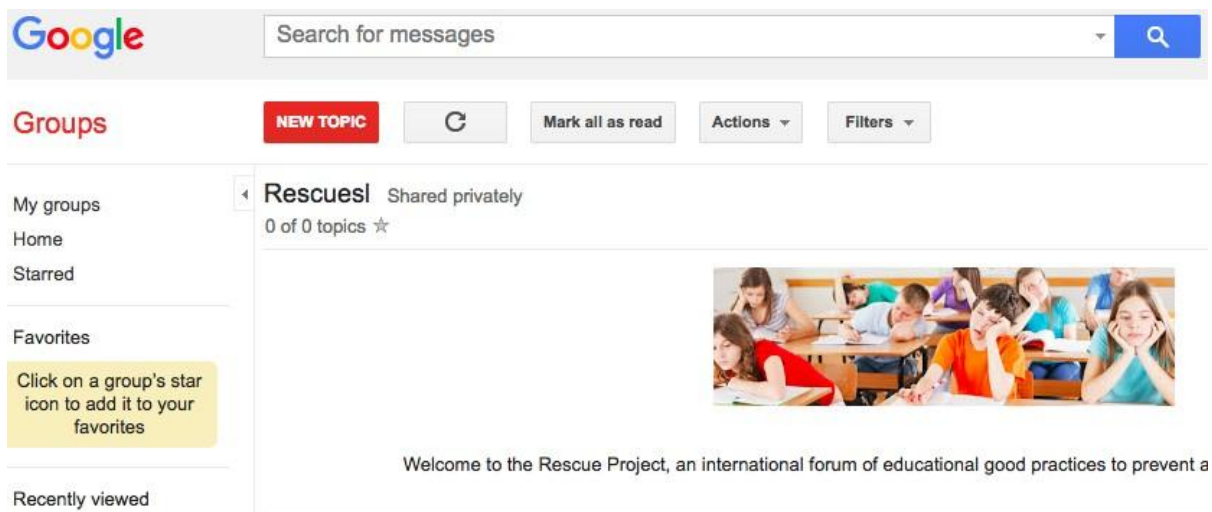
5. You will receive an e-mail inviting you to join the group from rescuearly@google.com
Click on the "Accept this invitation" blue button.



6. Now you are a RESCUE project member. To go to the Google group RESCUE project page (<https://groups.google.com/forum/#!forum/rescuesl>) click on “Visit this group’s homepage”



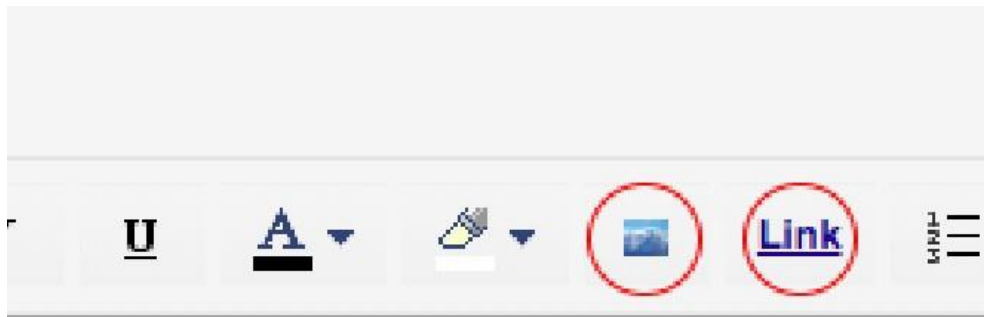
7. On the project page, if you want to add your projects or materials to the Group, click on the red button on the left (“New topic”).



8. On the new page, write the subject of your message on the “Subject” space

A screenshot of the 'New Topic' form in Google Groups. At the top left are 'POST' (in a red box) and 'Discard' buttons. At the top right is a settings icon. The form is titled 'Rescue Project'. Below the title, the 'By' field shows a user profile icon and the email 'me (rescueearly@gmail.com)'. The 'Subject' field is an empty text box. Below the subject field, the 'Type of post' dropdown is set to 'Start a discussion', and there are checkboxes for 'Display at the top' and 'Lock'. Below these are links for 'Attach a file' and 'Add a reference'. At the bottom is a rich text editor toolbar with options for 'Normal', 'Normal' (with a dropdown), bold (B), italic (I), underline (U), text color (A), background color, insert link, bulleted list, numbered list, decrease indent, increase indent, quote, and code. The main text area of the editor is empty.

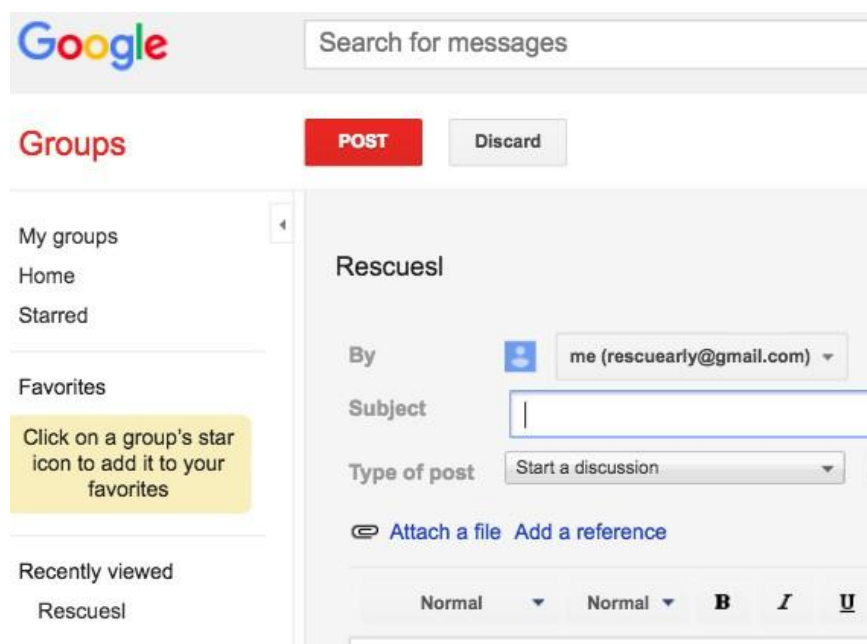
Then you can write your message on the white field below. You can insert a picture or a link directly in the text field using these controls



If you want to attach a word, pdf, or picture file use the command “Attach a file” near the clip symbol

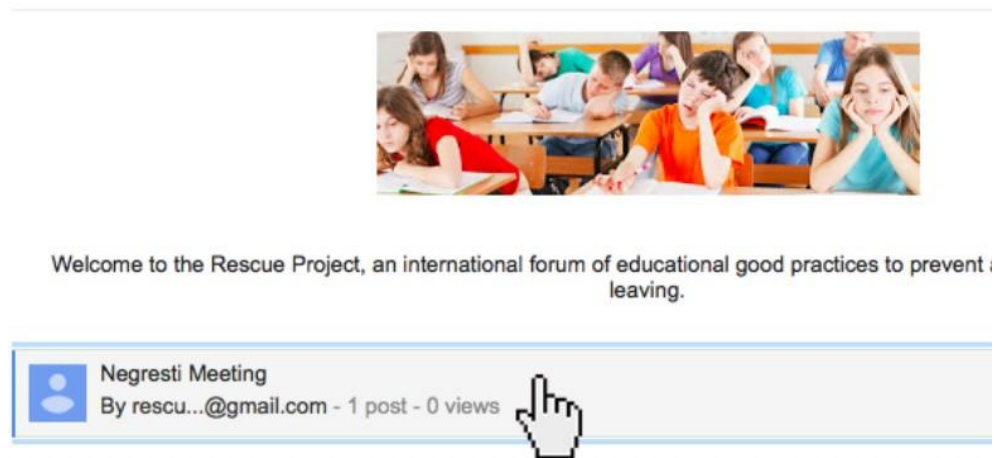


When the message is ready, click on the red button “Post” (top left) to send your message to the group.

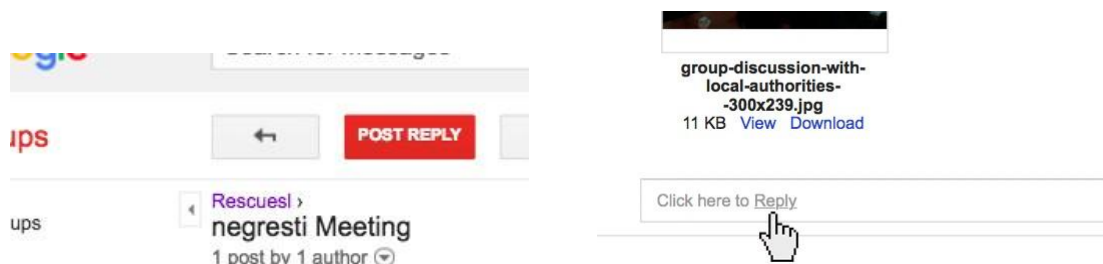


9. Everyone inside the Google group “RESCUE” will receive an e-mail as soon as someone post his/her message.

10. If you want to answer to a message, just click on the message line

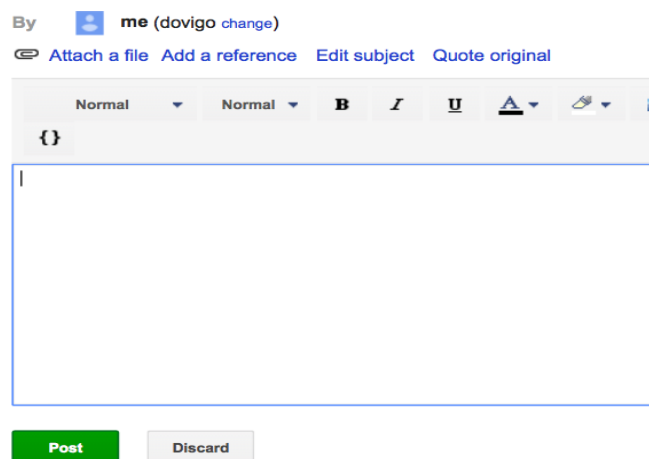


Then press the red button “Post reply” on top left; or go to the bottom of the message page and click on the line “Click here to Reply”

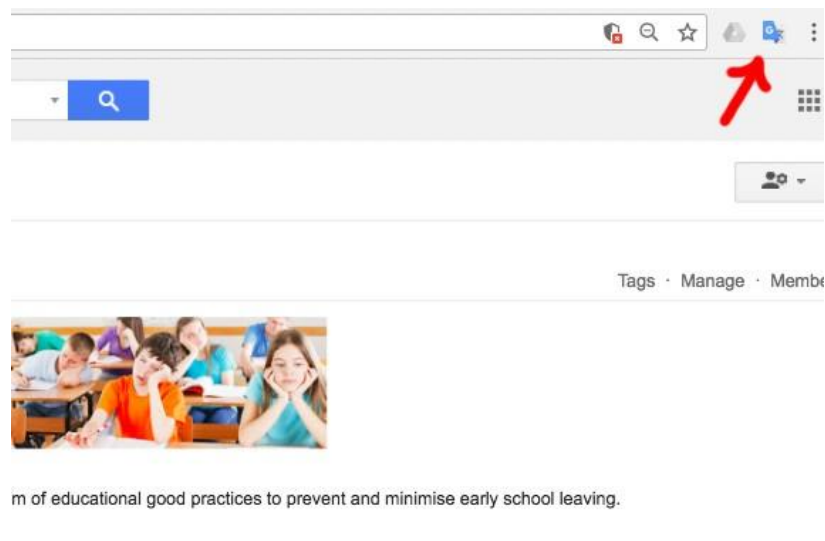


Now you can write your reply.

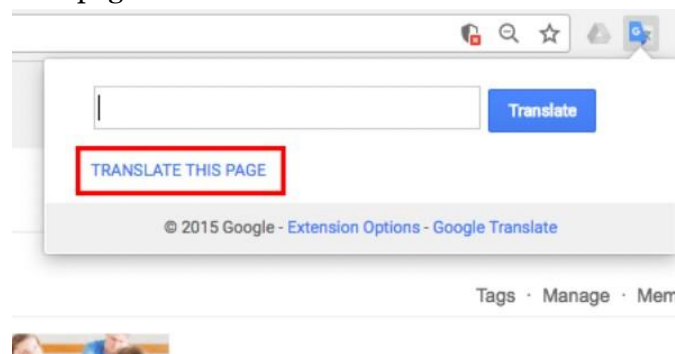
At the end, press the “Post” green button to send your answer.



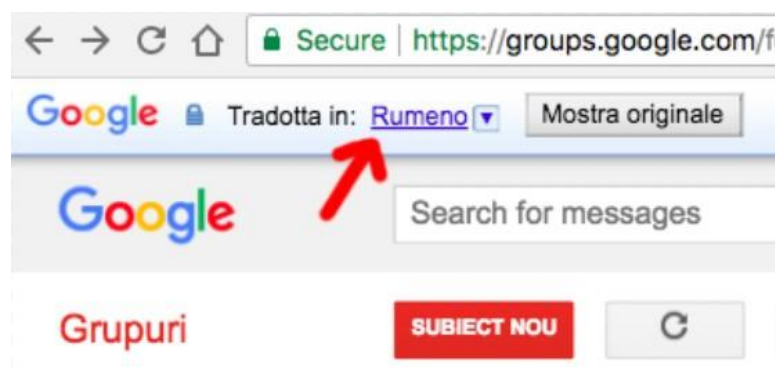
11. As messages on the Google groups will be in different languages, to translate the page in your own language click on the Google translate” symbol on top right.



Then click on “Translate this page”.



On the top left of the page, you can choose the language you want to translate the page in.



Appendix

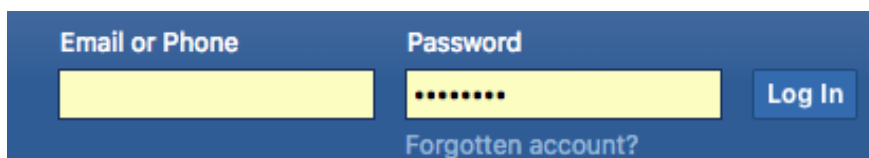
Using Facebook groups to share your ESL good practices

To share through Facebook groups the good practices you developed in your school to prevent or minimise early school leaving, follow these instructions:

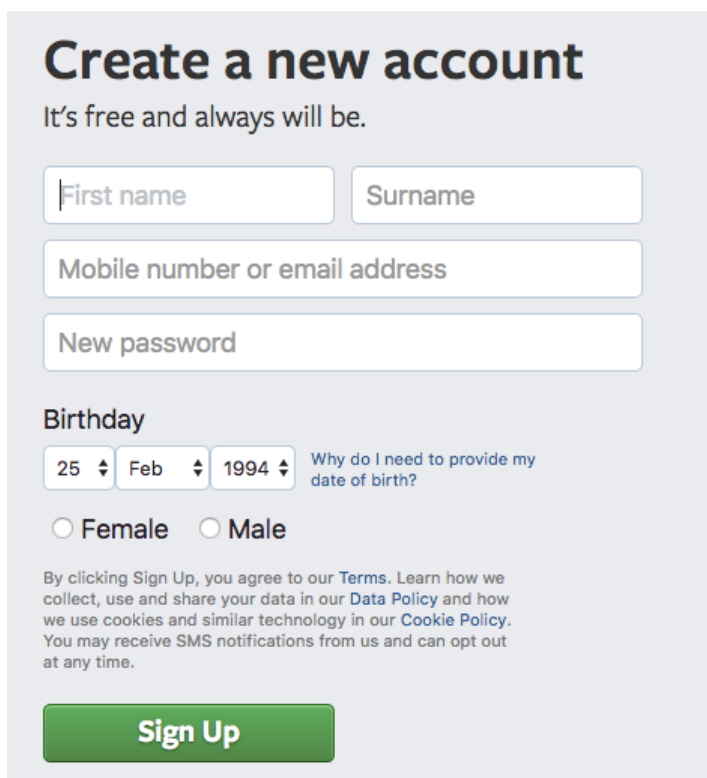
1. Go to <http://www.Facebook.com> from your internet browser



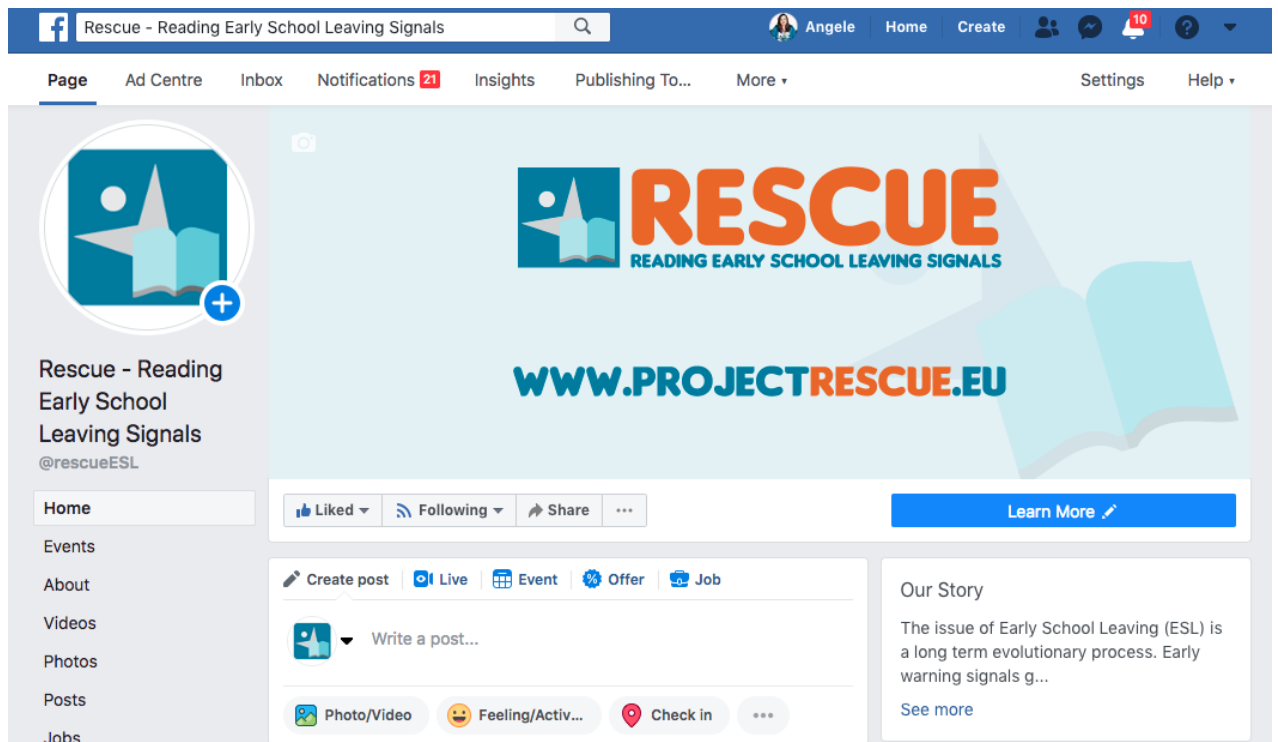
2. If you already have an account, please enter your email and password to login

The image shows the Facebook login interface. It has a blue background. On the left, there is a label "Email or Phone" above a yellow input field. To the right of this is a label "Password" above a yellow input field containing seven dots. To the right of the password field is a blue button with the text "Log In". Below the password field is a link that says "Forgotten account?".

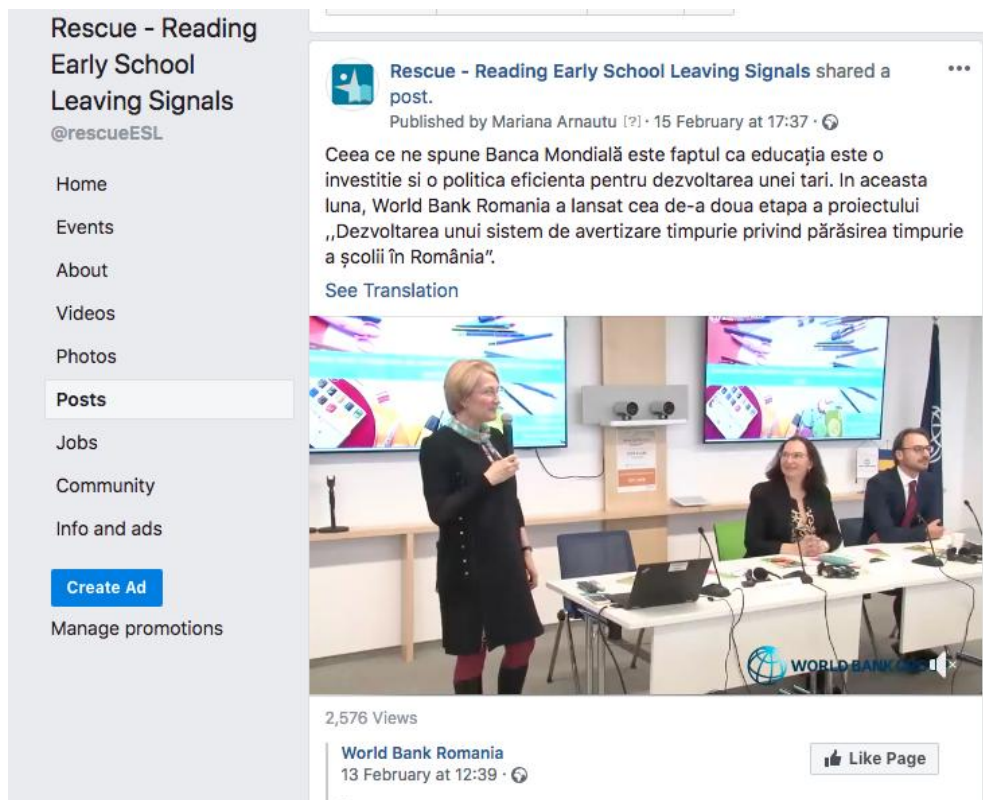
3. If you do not have an account, simply fill in the details to create a new one and then login

The image shows the "Create a new account" form on Facebook. The title "Create a new account" is in large bold black text. Below it is the text "It's free and always will be." in a smaller font. The form has several input fields: "First name" and "Surname" (two separate boxes), "Mobile number or email address", and "New password". Below these is the "Birthday" section, which includes three dropdown menus for day (25), month (Feb), and year (1994). To the right of these is a link "Why do I need to provide my date of birth?". Below the birthday section are two radio buttons labeled "Female" and "Male". At the bottom, there is a green button labeled "Sign Up". Above the button, there is small text: "By clicking Sign Up, you agree to our Terms. Learn how we collect, use and share your data in our Data Policy and how we use cookies and similar technology in our Cookie Policy. You may receive SMS notifications from us and can opt out at any time."

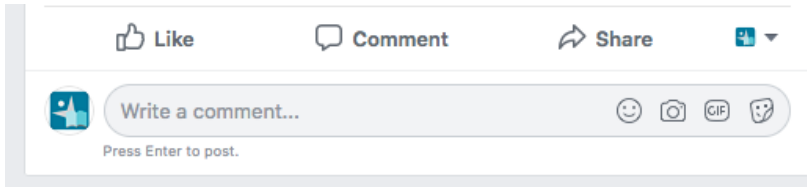
4. Once you are logged in, from the top bar start writing "Rescue – Reading Early School Leaving Signals" and press enter or simply click on the page link <https://www.facebook.com/rescueESL/>



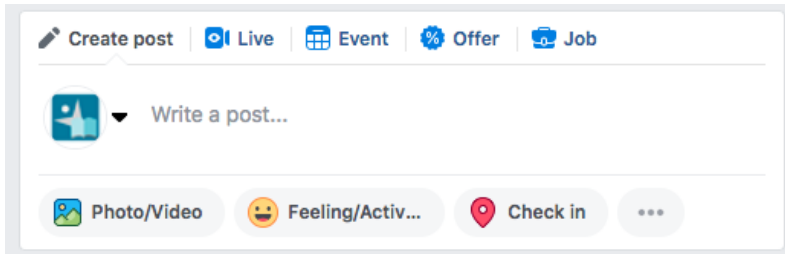
5. In order to see previous messages, from the left hand menu click on “Posts” and the most recent posts will be shown latest first



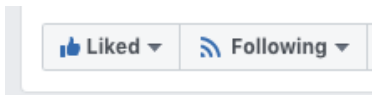
6. You can interact with existing posts by pressing the Like button, posting a comment underneath or else sharing it on your other facebook pages or profile



7. To start a new post, from the top of the page, start writing in your own language (facebook will offer all users the ability to automatically translate your text). You can also add photos or videos to your post, specify how you are feeling or checkin in a particular physical location to show where you are



8. Do not forget to press the Like button at the top of the Rescue Facebook page in order to be kept updated on all new posts or comments





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