



# IO1-DESK AND IN-FIELD SURVEY (NEED ANALYSIS)

**ARTES srl**



# EARLY SCHOOL LEAVING (ESL)

To measure progress in meeting the Europe 2020 goals, 5 headline targets have been agreed for the whole EU.

Targets in the **field of Education**:

- ✓ reducing the rates of Early School Leaving below 10%
- ✓ at least 40% of 30-34-year-olds completing third level education.

This limited set of EU-level targets is translated into national targets in each EU country, reflecting different situations and circumstances.

# ESL

Co-funded by the  
Erasmus+ Programme  
of the European Union



The definition of ‘early school leaving’ used at EU level refers to *‘those young people who leave education and training with only lower secondary education or less, and who are no longer in education and training’*.

In statistical terms, European ESL rates are measured as the percentage of 18-24 year olds with only lower secondary education or less and no longer in education or training.

# ESL

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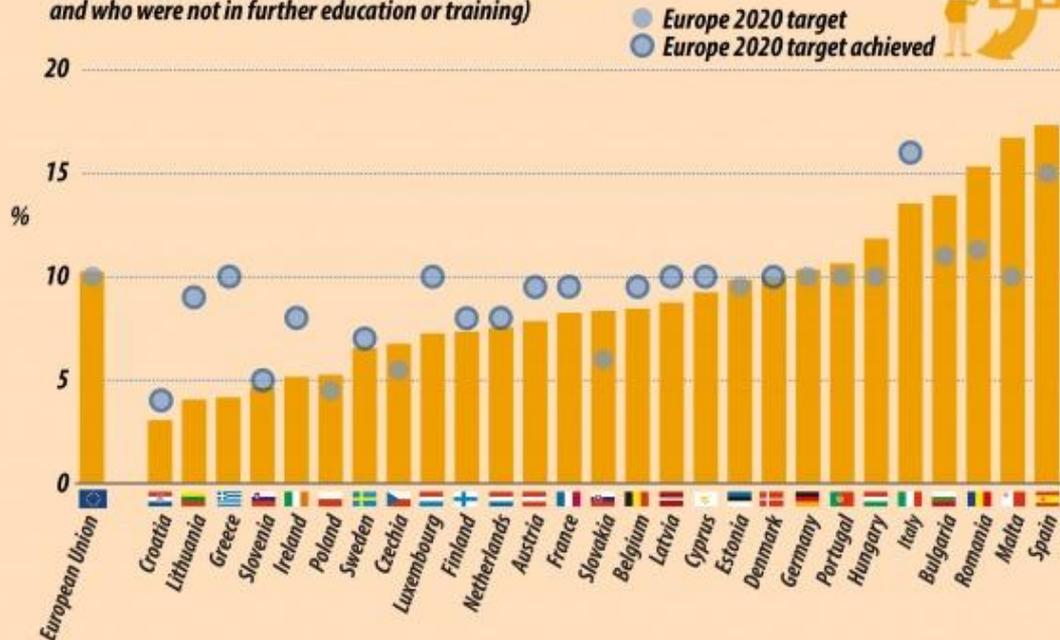
“Early school leaving” describes all forms of leaving education and training before completing upper secondary. It includes those:

- ✦ who have never enrolled
- ✦ who have dropped-out of education and training
- ✦ who failed final exams at the end of upper secondary education.



## Early leavers from education and training in the EU

(2019, % of those aged 18-24 with at most lower secondary education and who were not in further education or training)



In 2019:

10.2% of 18-24 year olds in the EU had completed at most a lower secondary education and were not in further education or training (early leavers)

11.9% of young men and 8.4% of young women in the EU were early leavers from education and training

The proportion of early leavers in the EU ranged from 3.0% in Croatia to 17.3% in Spain

## EUROPEAN DEFINITION FOR STUDENTS WITH SEN

SEN is a construct that Countries usually define within their legislation. There is not commonly agreed definition in use across the EU, but most definitions encompass a broad spectrum of conditions that include physical, mental, and cognitive educational disabilities.

For the purposes of “4G Didactic Pills” we define students with SEN as *students whose learning difficulties hinder their ability to benefit from the general education system without support or accommodation to their needs*  
But this is not enough ...



## EUROPEAN DEFINITION FOR STUDENTS WITH SEN

### Proposal

To border the 4G target to **learning disabilities**:

- ✓ Dyslexia indicates difficulty in reading
- ✓ Dysgraphia indicates writing difficulties
- ✓ Dyscalculia indicates the difficulty in calculation
- ✓ ADHD (attention deficit hyperactivity disorder), the most common disorder that co-exists with learning disabilities, but is not considered a learning disability

**THE PURPOSE OF THE DIDACTIC PILLS IS TO FACILITATE LEARNING  
NOT TO CARE**





# AIMS OF IO1

- Develop a survey related to SEN students in schools rates in partner Countries and need analysis of target groups so as to have more and more recent data about this at the transnational level
- Deeply understand the effective correlation between students with SEN and ESL rates
- Build a targeted/personalized and effective intervention



# I01: STEPS

- **I0 1.1 Research and critical analysis** of the contributions already present in the literature on ESL and students with SEN and about the ability of technology to create an affection and a bond towards school – **ARTES with TUCEP by 15.01.2021**
- **I0 1.2** Creation of a tool to investigate the levels of students with SEN and the level of ESL and technological level of schools, understood as the use of platforms for distance learning and the production of educational materials usable on portable devices. It will be a qualitative-quantitative research. **ARTES with TUCEP by 31.12.2020 to have feedback by partners by 7.01.2021**

# IO1: STEPS



- IO 1.3 Dissemination and administration of the tool to teachers. For each school will be identified a figure responsible for the delivery and collection of materials. **Every partner from 8.01.2021 to 15.02.2021 (ALL associated Schools)**
- IO 1.4 Data collection and analysis, on the basis of which a report will be drawn up (IO 1.5). **Every partner by 15.02.2021** (ARTES will wait the questionnaires administered by partners in English)
- IO 1.5 Provides the drafting of a publication that configures itself as an updated report about ESL and students with SEN in schools in partner countries and need analysis of different target group. **ARTES by 20.03.2021 to have feedback by partners by 31.03.2021**

*The publication will be in English and translated in all the countries partner's language; the online version will be published on the project web page*



# QUESTIONS

- *Sen students: we agree about 4G definition? **No, we define our target group as students with social disadvantage***
- *Age: 14-18? Or only 14, only 15, etc. **Only 14***
- *How many life skills? All 10 or 1 or more than 1?*
- *How many questionnaire for each School? One for each School manager about level of technology and one for classes about ...?*



**THANK YOU FOR YOUR ATTENTION!**