Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Training course: Early school leaving

- Training course summary and goals
- Understand the root causes of early school leaving.
- Analyze educational and social strategies to prevent it.
- Share European best practices and develop local action plans.
- Strengthening practical skills and intervention tools.
- Recognize the positive role of intercultural education in building a sense of belonging.
- Gain insight into the needs of students with special educational needs (SEN) and how these intersect with dropout risks.
- Learn basic strategies for conflict prevention and resolution within educational settings.
- Be able to design inclusive classroom activities and preventive interventions.

Please note: The program may vary depending on the group's learning needs and objectives. Any adjustments will be made to ensure the highest quality learning experience.

Module 1: Introduction to Early School Leaving and Analysis of the Phenomenon

The first day is dedicated to laying the theoretical foundations of the course. Participants are welcomed with an introductory session and interactive icebreakers aimed at sharing personal goals and expectations. The morning continues with an overview of the concept of early school leaving (ESL), examining European data, key definitions, and the broader social impact of the phenomenon.

After lunch, the focus shifts to the root causes of ESL — including personal, family, school, and socioeconomic factors — framed within the context of inclusive education. The day ends with a practical workshop where participants map risk factors from their local or national contexts, encouraging mutual learning and reflection.

Module 2: The Role of Schools and the Educational Relationship

On the second day, the training explores inclusive school policies. The pivotal role of schools in preventing early school leaving. The morning session looks at how a positive school environment—where students feel safe, valued, and connected—can serve as a protective factor against dropping out.

The second part of the day is a session on motivating teaching strategies—such as cooperative learning, peer mentoring, and gamification—that foster student engagement. In the afternoon, participants join a hands-on workshop to design an "anti-dropout" school day based on inclusive practices. The day concludes with group feedback and idea sharing. Teaching Italian as a second language (L2) is also highlighted as a key inclusion strategy, supporting both language acquisition and student integration.

Module 3: Educating Communities, Support Services, and Alternative Pathways

The third day focuses on the broader ecosystem surrounding students. The morning session explores the crucial role of families and communities in preventing ESL, highlighting the importance of shared responsibility in education.

This is followed by a session on Special Educational Needs (SEN), addressing early identification, support strategies, and inclusive classroom design—with particular attention to how SEN can increase the risk of

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

early school leaving. The day also includes a focus on school conflict: its causes, warning signs, and how unresolved tensions can lead to disengagement and dropout.

Participants explore how collaboration between schools, social services, and the third sector can build effective support networks, with real-life examples from across Europe. The session also highlights intercultural education as a key approach, showing how diversity, dialogue, and cultural awareness help prevent exclusion and dropout. In the afternoon, the focus shifts to alternative and personalized learning pathways—such as vocational training, work-based learning, and non-formal education—as viable options for at-risk students. The day concludes with a study visit or guest speaker presentation showcasing a successful ESL prevention initiative.

Module 4: Strategies, Tools, and Local Action Plans

The final day is dedicated to synthesizing the knowledge and tools acquired throughout the training. The morning session introduces a practical toolkit of strategies that educators and stakeholders can implement immediately in their own contexts to prevent early school leaving.

Participants then engage in a final workshop where they design a local or school-based action plan tailored to the needs of their community. In the afternoon, these projects are shared and reviewed in a peer feedback session. The training concludes with a group evaluation, certificate ceremony, and final reflection, reinforcing the participants' readiness to apply what they've learned in their professional environments.

Methodology

The training course adopts an experiential approach, encouraging participants to actively engage with real life situations and reflect on their own professional contexts. Learning is not limited to theoretical input, but is enhanced through collaborative work and peer learning, where participants share their experiences, challenges, and successful practices.

A key component of the methodology involves the analysis of case studies and good practices drawn from various local and European contexts. These examples provide concrete inspiration and help participants to identify transferable strategies.

The course follows a blended learning model, integrating theoretical sessions with practical workshops and reflective activities. This combination ensures that participants not only acquire knowledge, but also develop the skills and mindset needed to apply what they have learned in their everyday professional environment.