



## Index

This newsletter collects the main activities of the project in its first year:

- Actions to define the theoretical model
- Qualitative data collection with the main target groups
- Definition of the base for the policy proposals
- Building up the Community of Schools

## Define the theoretical model

### Systematic Literature Reviews



Partners have implemented three systematic literature analyzing the relevant empirical studies focused on three pillars of the Let's Care Project:

- Students' attachment (in)security as a root cause for school (under)achievement and early dropout (Pillar 1 – conducted by UCP, Portugal);
- Student-teacher relationship role in school (under)achievement and early dropout (Pillar 2 – conducted by COM, Spain);
- Multilevel key variables (barriers and facilitators) related to student (in)security (Pillar 3 – conducted by AIK, Poland).

The review followed the PRISMA checklist and guidelines, included studies published between 2018 and 2022 in English.

Results from the three systematic literature reviews provide theoretical support to the importance of good parent-child relationships, peer relationships, teacher-student relationships, and school climate for students' school engagement, academic achievement, and lower risk of early school dropout.



● **Pillar 1 – Students’ attachment (in)security as a root cause for school (under)achievement and early dropout**



The systematic literature review focused on the relationship between socio-emotional security, particularly attachment to parents and peers, and academic outcomes. In general, the studies show that parental or peer support plays a relevant and positive role in students’ school engagement and achievement. The quality of the relationship was related to higher levels of school engagement and

there is a significant association between attachment-related variables and students’ academic achievement. Globally, results from this systematic review are showing that attachment has a relevant impact on academic outcomes, in different school levels.

● **Pillar 2 – Student-teacher relationship role in school (under)achievement and early dropout**

The review highlighted the sociodemographic and cultural factors that can facilitate or hinder positive teacher-student relationships: socioeconomic status, family structure, student’s language proficiency. Positive Teacher-Student Relationship is characterized by qualities like support, warmth, and praise that have an impact on student’s engagement, behavior, cognitive, and emotion.



The way students and teachers interpret and perceive their interactions and the relationships that develop as a result play a significant role in shaping students’ academic involvement and performance.

● **Pillar 3 - The significance of school climate for both academic achievement and student safety at school**



The systematic review has evidenced that:

- academic achievement, school engagement, and school dropout depend on school climate;
- school climate is affected by the school leadership and educational actors’ cooperation, engagement and their relationships.

Involving all educational actors improves school climate. Relationships between school climate dimensions, school engagement, academic achievement, and early school dropout were found to be key in creating a favorable environment for student development.

## Safe Education Programme Database

Safe Education Programme Database aimed at identifying and characterizing relevant European projects and their main defining dimensions, as a means of improving safety in education and tackling school underachievement in reading, mathematics, and sciences, disengagement, and early school dropout.

The 45 programs from 14 countries that can be found in this Programme Database:

- cover the design, development, and execution of a set of actions to influence educational processes at different levels;
- generate improvements in the teaching and learning processes, school organization and the structure of educational systems;
- are driven by third sector organizations or administrations in collaboration with other private and public institutions.

### *Data collection on the field*



### Focus Groups & Interviews



To gather information and qualitative data directly from the target groups of the project, the partners have been implemented a serie of focus groups in 3 schools per country. They have collected teachers' point of view about the barriers and facilitators for the safe teaching and about the school dynamics in order to analyse the main aspects impacting on children and

students well being at school.

Furthermore, the partners conducted interviews with 24 families mostly coming from economically, socially and culturally disadvantaged conditions. The analysis of the interviews revealed that common challenges exist across all countries, regardless of ethnicity, migrant background, special educational needs, disability, and non-parental care. It has been also noticed that caregivers of children that underachieve at school, are disengaged or have dropped out.

The last steps of this qualitative data collection will consist of conducting interviews with different stakeholders (policy makers, headmasters and representatives of NGOs and educational centres) and students of the second chance schools.

The results of these interviews and focus groups will be the main contribution of the project to the policy makers, teachers and families guidelines. They have covered all the internal and external aspects of the schools.

***Pay attention to the following Newsletters to stay abreast of progress.***



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## Bases of the LET'S CARE policy proposal



### Safe Education Policies Database

Safe Education Policies Database presents the most comprehensive policies against early school leaving from the Safe Education perspective. To build the Safe Education Policies Database COM researchers have designed a specific template for studying three issues:

- how many dimensions are covered by each policy;
- the existence of any explicit mention of vulnerable populations;
- the connection that measures could have with the Let's Care Pillars (namely Safe Learning, Safe Teaching, Safe School and Safe Education).

More than 60 policies from 11 countries have been revised to detect the top ten most comprehensive.

### Policy Scoping Report



The Policy Scoping Report was aimed at supporting the development of policy recommendations and strategies to create a more supportive and nurturing educational environment for all students. The main purpose of this document is to facilitate a dialogue with policy makers and to provide a foundation for future actionable policy recommendations.

The report takes into consideration different aspects necessary to develop effective strategies for implementation in six project's countries (Spain, Portugal, Italy, Lithuania, Poland, Bulgaria), starting from the existing policies and legislations related to early school leaving and the needs and perspectives of teachers and families collected in the initial qualitative data collection phase.

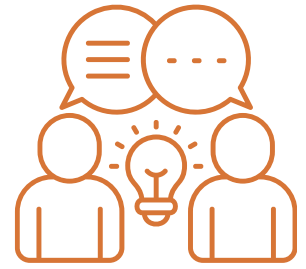




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## LET'S CARE Community of Schools



The active part of the project is based on the creation of an active community of school to identify the causes of drop out and weak academic learning results among children and students at school. The main process of involvement of the teachers at European level in the Community of Schools is coming from the Communities of Interests.

Partners have implemented different local activities to engage schools and train the teachers on the main topics related to the LET'S CARE approach.

### Teachers and the Future of our Democracies Study Day with Philippe Meirieu in Verona

The national network of permanent schools – European Knowledge Network – I.C. Bosco Chiesanuova, in collaboration with the Municipality of Verona - Department of Educational and School Policies, has organized on October 18, 2023 a study day about the Role of the teachers for democracies with the French philosopher Philippe Merieu.



In the afternoon there have been 4 discussion groups: a) The role of digital in schools and society, b) Relationships with parents, c) Spaces of freedom and action for the teacher, d) Foundations of school culture in a globalized world.

The recording of the day is available at this [link](#).

### Training Course about the Freinet Pedagogy

European Knowledge Network – I.C. Bosco Chiesanuova has organised on September 2023 a training course about Freinet Pedagogy with more than 600 participants (in presence and online). Marcel and Danielle Thorel from France have led a six-days training course on the Safe School in education, to support the teachers in their delicate job with the students.



*More information about the activities of the LET'S CARE Community of Schools in the next newsletter*

Learn more and follow us:

