



FINE AT SCHOOL



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It is not possible to cope with the early school leaving without tackling the root causes of the phenomenon. These ones appear, at an early stage, in the primary school relationship contexts and also within the affective family environments.

In particular, it is crucial to concentrate the efforts on pupils (and their relationship world), who live in areas at risk or have disadvantage backgrounds, addressing specifically the educational and growth experiences of this age range.

Therefore educational policies and moreover operational actions have to focus on pupils' emotional dynamics, caring for their like skills starting from primary school.

With an "early" approach is possible to give a more significant contribution to the reduction of the whole early school living phenomenon, with an anticipatory positive impact on the further educational phases and with an improvement of the school-life environment.

Focused analysis carried out by FaS Partners in their the national contexts have stressed the need to work with a comprehensive transnational strategy, experimenting an evidence-based approach and involving actively pupils, teachers and families.

F.a.S. articulated activities aim at:

- * Promoting measures for early school leaving prevention, valorizing diversity through methodologies which enhance pupils' emotional competencies in school context;
- * systematizing European pedagogical practices and tools, especially those ones based on inclusive approaches and on diversity of learning styles, fostering integration of children with problem backgrounds;
- * nurturing pupils' emotional and social competencies within learning environments that valorize diversities;
- * improving competences of primary and secondary junior schools teachers in order to develop inclusive didactic paths caring for pupils' emotional and social growth;
- * involving pro-actively parents in the actions for the enhancement of emotional competencies and social skills of their children;
- * promoting a permanent platform for peer learning and mutual exchange among national authorities in charge of school education, facilitating the adoption of common policies, measures and practices within the framework of ET2020.

Partners are committed to making available for schools, families, experts working in the field of education innovative products, among them:

Participatory research on wellbeing at school, with new indications about pupils' perception of learning environments, their emotional and life competencies and learning styles

Pedagogical practices and tools with an experimentation protocol, to implement inclusive pedagogies for improving pupils' emotional and social competences

Training curricula, courses and educational toolkits for teachers and parents, outlining models for the enhancement of emotional and social competencies in pupils

Learning communities and stakeholder fora, to exchange methodologies, tools, experiences, enhancing the co-creation of effective educational models

Recommendations for the implementation of the reference policy in EU Member States

Testing and assessment formats and tools, to share the experimentation phases and to compare results and impacts

Educational networks, at national and European level, focused on the primary school contexts