



CARMA

Non-formal learning for student motivation

Early School Leaving – Statistics, Policies and Good Practices in Collaborative Learning

WP2-1 Country specific report mapping data across all 7 partner countries

Executive Summary

Coordinator of WP2: University of Murcia (Spain)

Project no 562261-EPP-1-2015-1-IT-EPPKA3-PI-FORWARD



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

www.carma-project.eu

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

CARMA

RMA and other non-formal learning methods for Student Motivation

WP2 Lead Partner: University of Murcia (Spain)

Paz Prendes-Espinosa
Linda Castañeda
Isabel Gutiérrez
M.Mar Sánchez-Vera



EXECUTIVE SUMMARY

The CARMA project has been designed in the form of 8 Work Packages and four main project phases which have been structured to improve and assess project implementation and to give to partners milestones and performance indicators to ensure good overall management of the project and each WP from start to finish.

This is the **executive summary** of the task 1 and task 2 report developed in the **Phase 1** about "**Desk based quantitative and qualitative research**".

Task 1: Desk based quantitative and qualitative research, carried out by all partners in all seven countries inquiring statistics and policies regards ESL, a collection of good practices in collaborative learning in schools. The research will also include a part on the existing national frameworks for the assessment of teacher competencies, benchmarks used and applied standards.

Task 2: Explore the real needs and quantify these needs to have a deeper knowledge on how to adapt the non-formal learning methods (to be introduced in the next phase) to each community and respective school system.

The methodology applied in this WP has been a mixed one combining quantitative and qualitative techniques to collect data in every country. We have used forms on line with Google Drive. The WP included two main tasks: a **desk research** and a **needs analysis**. Here we explain a summary of the results and our main conclusions.

Firstly, the desk research developed has shown us information about statistics and policies regards to early school leaving (ESL), existing national frameworks for the assessment of teacher competencies, benchmarks used and applied standards and finally an interesting collection of good practices in collaborative learning.

ESL in Europe is far away from equilibrated in the entire union. In average, data says that 11% of young people (aged 18–24) in the EU-28 were early leavers from education and training in 2015. From this data, the differences among regions are astonishing, ignoring the 2.8 from Croatia (the Eurostat's affirm this data is not very reliable), the differences are too vast inside the EU. The statistics reveal several differences among countries, from the small data from Lithuania (5.5%), or Cyprus and Poland (with a 5.3% each), Switzerland (5.1%) and Slovenia (5.0%), until the 18.8% from Iceland, the 19.1% of Romania, the 19.9% of Malta, the 20% from Spain or the 36.4% from Turkey. The differences are wide open so every European country has different needs and demands specific solutions.

When we see the reality of CARMA's partnership, the data shows very well the extreme points, as well as some countries that already have got the "desirable" data. Nevertheless, taking into account the historical evolution in the Union, there is evidence related to the improvement of the situation; most of the EU Member States have adopted national targets for this ESL, and they have had good results. General data reveal that the average on ESL for the EU-28 has improved in the last ten years, from the 15.7% in 2005, passing across 13.9% in 2010 until the 11% of 2015, for a total fall of 4.7 percentage points, being remarkable rate of decreasing of some countries, like Spain, Cyprus, and Portugal. The only exception to this improving trend is the case of Norway which, like Slovakia and Slovenia, where the ESL has increased but in minor proportion.

In Europe, women are less affected by ESL than men, and foreigners are pretty much more affected than natives. Also, in some countries around Europe, the proportion of students dropping out early, or even not attending school at all, is exceptionally high among ethnic minorities, such as Roma. Additionally, if we analyse the proportion of early leavers from education and training according to the level of urbanisation, with regions classified as cities, towns, and suburbs, or rural areas, there are differences between the countryside and cities, but always very relative to the country.

Nevertheless, ESL is a concern for all the governments; not in vain, all CARMA countries present a national framework or initiative to overcome ESL. Furthermore, there are several initiatives related to specific target groups. Most of the projects described in the project are developed by local institutions /associations /organisations or so, that focus on different local stakeholders (e.g., girls, families), or promote the improvement of ESL across a specific strategy (e.g., job promotion).

On the other hand, desk research has been useful to analyse the mechanisms used by the governments to evaluate secondary school teachers' competencies. We could not

find a national framework to evaluate teachers' competencies in all seven countries of the partnership. Still, a certain Framework for assessing teachers' competencies already exists in each of them, but none of them centred on collaborative work.

Teachers are evaluated in many different ways in different countries, nevertheless, even when the evaluation strategies are so different. In the case of Spain, Italy, Turkey, France, and Portugal there is a national framework provided by the Ministry of Education. In the case of Belgium, they take an international framework called TALEs. Even though in Spain, there is a national framework, they make TALIS too because their national framework is only related to digital skills.

Another common aspect is the aim of the evaluation framework. In general, the primary goals of all of them are: To improve teacher training, To be a part of the professional development of teachers. To assess and certificate teachers' competencies, to concrete a set of competencies organised into different levels. Also, in some of them not only teachers are taken into account for the evaluations process, but also schools are part of these assessments, and in other, external and internal assessment procedures are included.

The complete report also includes a catalogue of good practices with non-formal methodologies based on collaborative work in the context of Secondary Education. The majority of them try to promote collaboration between teachers and also between students. Some of those practices show, among others: electronic tools to prevent dropout plus a flexible prevention system of counselling, teachers' training programs, questionnaires about learning objectives, collaborative strategies among teachers and students to create learning materials and design e-books, collaborative groups between different schools supported on problem-based learning methodology, and cooperative learning in multicultural groups.

The most critical aspects of the good practices included in the report are the motivation of teachers and students about innovative projects; the precise definition of tools and tasks; and the involvement of other educational agents. In addition, those practices are centred on some principal ideas: the development of new models and innovative methodologies to work in class; creation or validation of methods to implement collaborative learning models, the development of digital skills (both teachers and students), context and student's needs are key factors to design and implement the collaboration, as well as positive effects on motivation, leadership and relations between schools, not only teachers and students.

The CARMA needs analysis has been crucial in order to explore the real needs and to quantify these needs to have a deeper knowledge on how to adapt the non-formal learning methods in secondary education. The results of all questionnaires strengthen the relevance of CARMA project and its aims.

Participants' opinion shows us that they agree with the importance of Collaborative Learning (from here on CL). That is, students think they learn better in groups and they are happy implementing group work in their houses and in school, but the majority of them prefer school as a space for working with others. On the other hand, teachers declare having good practical experience using CL and they think that students learn

better in groups. Parents and stakeholders also are very positive regarding the role of collaborative learning and they think that this methodology can be very effective improving learning in Secondary level.

Regarding the needs for implementing CL in class, almost every actor considers those needs differently. Teachers say that they need more technical assistance than human help to develop collaborative activities in their classrooms. Nevertheless, parents, students and stakeholders consider the support of other teachers is really important to develop CL in the classroom. By its part, parents consider themselves as a key aspect to promote CL in the classroom, and this opinion is shared by teachers and stakeholders.

One of the important key factors for teachers is to be able to implement collaborative experiences is the support from educational stakeholders. In the same way, stakeholders find educational policies very relevant to promote CL. Parents and students' opinions are different in this key factor because they do not perceive the role of policies (national educational policies and stakeholders' support) in the implementation of CL.

It is important to highlight the questions related to the skills perceptions. Students think that they are more skilled to promote group work than teachers and classmates. Self-perception in this question is very important because the most part of students asked think that they know how work collaboratively. These answers are similar to teachers' opinion. Teachers think their students are able to work collaboratively and that their students are old enough to work cooperatively. Also, parents consider that teachers and, especially, students, have skills enough to carry on collaborative practices in secondary schools. Under stakeholders' perspective teachers and students' skills to collaborate are enough, but they are better in students than in teachers.

According to all participants' opinion, teachers training is one of the most important factors to develop good collaborative practices and also a key factor to difficult them. **It is significant that all teachers, regardless of the country of origin, say they do not have received any specific training regarding collaborative learning.**

Teachers and students find themselves skilled to work collaboratively and CL is understood as an important method to improve motivation among students and prevent those students at risk from dropping out.

CARMA Consortium



Project Coordinator – Italy

www.cesie.org | rosina.ndukwe@cesie.org



Spain

www.um.es/gite | pazprend@um.es

pistes solidaires

France

www.pistes-solidaires.fr | mathieu@pistes-solidaires.fr



Turkey

www.dogaokullari.com | zahal.dogan@dogakoleji.k12.tr



Belgium

www.ucll.be | karine.hindrix@ucll.be

INOVA+

Portugal

www.inovamais.eu | pedro.costa@inova.business



Austria

www.migration.cc | obo@migration.cc

CARMA

Non-formal learning for student motivation