



# A.C.C.E.S.S

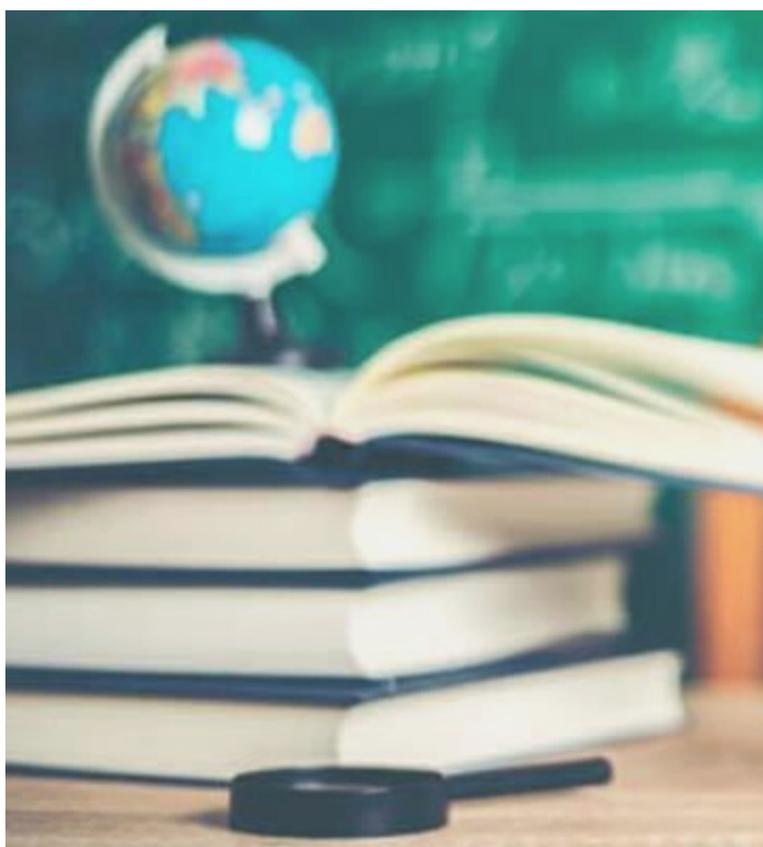
*Active Cross - Sectoral Cooperation for Educational and Social Success*

Erasmus + KA2



**We finished Intellectual Output  
1 and here are the conclusions  
on the topic!!**

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*The first activity of the ACCESS Project - Development of Theoretical and Typological Model Regarding the Target Groups at Risk, Based on the Situational and Personal Variables School-Related (IO1) - was coordinated by Valahia University Târgoviște with the help of consortium members.*

## **TYOLOGICAL MODEL – STUDENTS AT ESL RISK**

The synthesis of this information, taking into consideration the responses provided by target group members, allowed the pre-setting of the following typologies of students at ESL risk:

- is generated predominantly by deficient attitudes, behaviors, personal skills;
- is generated predominantly by inadequate school behavior;
- is generated predominantly by inadequate relational behavior.

*Each category is described by indicators which, through operationalization, can be monitored by teachers in order to prevent or reduce the ESL risk.*

*The indicators proposed for the description of each type are identified exclusively based on the results obtained from the investigative approach from ACCESS project.*



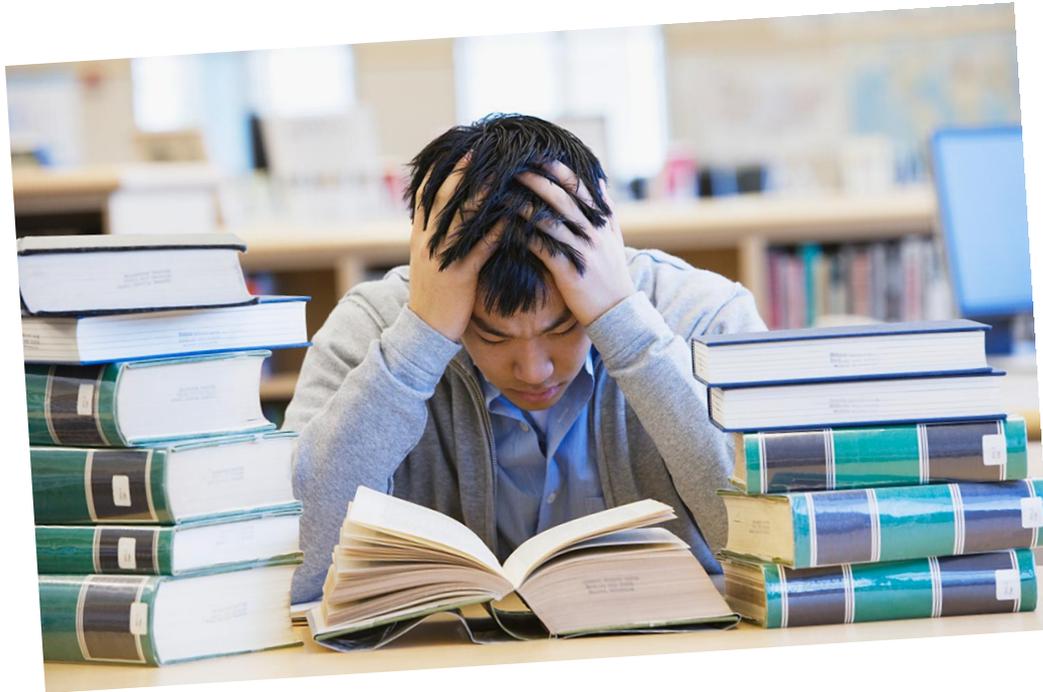
The placement in a certain type, by highlighting dominant factors, does not exclude the corroboration of these factors with others, specific to the other two types mentioned.

The ESL risk has an increased personal "nuance", being generated by the unique way in which personal factors are combined with factors associated with the school environment and, in particular, the family environment, but also with influences from the local community and society in general.



## **1- Indicators for students at ESL risk, where the risk is generated predominantly by deficient attitudes, behaviors, personal skills:**

- Personal problems (the desire to work, the need for family reunification, health problems, etc.);
- Behavioral deviations;
- Aggressive behavior;
- Poor socio-emotional skills;
- Low effective communication skills;
- Low self-esteem.



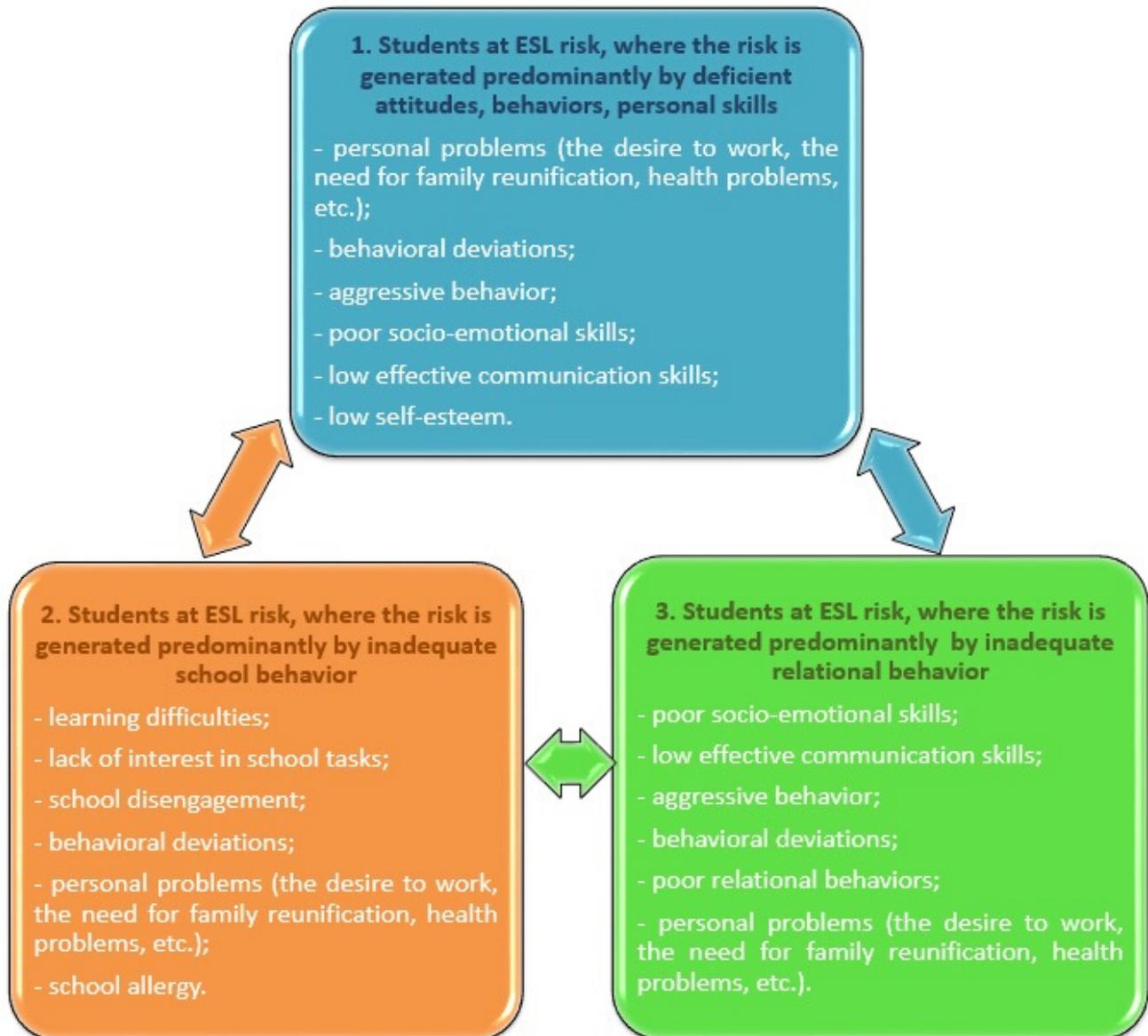
## **2- Indicators for students at ESL risk, where the risk is generated predominantly by inadequate school behavior:**

- Learning difficulties;
- Lack of interest in school tasks;
- School disengagement;
- Behavioral deviations;
- Personal problems (the desire to work, the need for family reunification, health problems, etc.);
- School allergy.

### 3- Indicators for students at ESL risk, where the risk is generated predominantly by inadequate relational behavior:

- Poor socio-emotional skills;
- Low effective communication skills;
- Aggressive behavior;
- Behavioral deviations;
- Poor relational behaviors;
- Personal problems (the desire to work, the need for family reunification, health problem, etc.).





**Fig. 1. Typological model - student at ESL risk**

For each category of ESL students, the identified indicators were operationalized in the form of attitudinal /behavioral descriptors. Based on these, within the next activity of the project, will be developed the A.C.C.E.S.S System of Monitoring and Preventive Support against Early School Leaving (IO2).

# Project Partners

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