

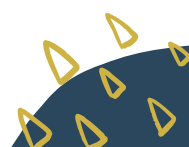
JUNE 2021 – AUGUST 2021



ACCESS

Active Cross-sectoral cooperation for Educational and Social Success

ERAMUS + KA2



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INTRODUCTION

Despite all setbacks, provoked by the pandemic, the project Access has never stopped and has resulted in different experiences and outcomes.

In this newsletter, part A, you will find what the project was in every participant country, the main results, such as the number of students involved in the pilot test and their testimonies, as well as the testimonies from the teachers and mentors involved.

In part B, you'll find information about the final event.



PART A

2.1 ITALY



- The students, as well as their families, have welcomed the attention the mentors have given them. There was a change on the students attitude, turning their discomfort into academic success.

The positive results of this change have been evident at the end of the school year. Some students realized that they hadn't chosen a school suitable for them. The school offers different fields, from technological studies, to hospitality and catering studies, to aesthetics, and it's possible for the students to change fields.

The APP has given the teachers, and in particular the mentor and the coordinator of the class, the possibility to be updated with the situation of all the students, and in particular with those at ESL risk. A mentor said that she applied the same strategies with a student in a 4th year class who was thinking about leaving school and they were successful.

The Pilot Test counted with the participation of 4 classes and a total of 65 students

● Mentors testimonies ●

"From the human point of view, an excellent harmony was created between mentors and students."

"The mentor experience was certainly innovative and highly formative because all the actors involved worked in synergy avoiding that the risky situations were prolonged over time, the students and families appreciated the multidimensional approach and the most significant aspects of the interventions were collected in the mentor's diary, which can provide useful advice for the following years."

2.2 LITHUANIA



The Pilot Test counted with the participation of 2 classes and a total of 50 students.

The overall feedback of the project was very positive, for not only the students, but also the mentors. The mentors affirm that, despite being a challenge at the beginning of the experience, with work and persistence it was obtained good results, such as students, that were at risk at the start of the Pilot Test, successfully ending the school year.

The students that participated in the project also claim that although the beginning was filled with some difficulties, at the end it was all worth it, and it led to the improvement of relationships with the teachers.

Mentors testimonies

"As a mentor, I expected to notice students at risk at the early stage, learn how to understand the reasons for their problems, and reduce the risk factors of early school leaving. Being a mentor was quite challenging because it was necessary to present the student with some possible solutions. Moreover, it was difficult for some students to name their problems, and consequently opt for the best solution. For me, the mentor is someone who opens the door for the student's new opportunities. What is more, the teachers involved in the project built close cooperation. Being the mentor built my own self-confidence as well."

"As a mentor, I expected to learn how to cope with the problem of early school leaving. Moreover, I was interested in the tools to use with the problematic students. During the pilot test, I had a vast majority of emotions, from the inspiration and happiness at the very beginning, through tiredness and helplessness during distance learning to gratitude and happiness at the end of the school year when my students successfully ended the school year."

2.2 LITHUANIA



Student testimony

"When the mentor suggested me to participate in the project, I was quite skeptical. During my 10 years of school, I got used to that teachers teach, demand and write marks and suddenly the mentor offered help. At the very beginning, I did not understand why I have difficulties and I did not want to study anymore. Besides, it was difficult for me to speak with the mentor about my personal life. Later I got used to our meetings and they helped me to understand that I do want to study, I am just afraid of failure. We tried some ways how to cope with my problems. The mentor helped me to improve my relationship with the teachers. I understood that it is better to stay at school and get secondary education than to leave it and go to work. Thank you for changing my life."

2.3 PORTUGAL



In Portugal the Pilot Test counted with the participation of 66 students a total of 3 classes.

Mentors that participated in the pilot test affirmed that even though their paper was challenging at first, it was very important role for the students success. The results obtained with ther continuous work was rewarding and helped the mentors believe in a better future despite all setbacks.

Mentors testimonies

Carlos Fonseca: “The role of the teacher/mentor in, undoubtedly, essential and challenging, since it aims to lead the student to his/her autonomy (...) promoting not only his/her academic success, but also the enhancement of his individual”

Ana Pereira: “Being a mentor of the A.C.C.E.S.S. project was a challenging task mainly because of covid-19 pandemic. However, seeing the results it had to our students and families was rewarding and helped us all believing in a better future despite the situation we are living in. The majority of students that had the opportunity to have A.C.C.E.S.S. mentorship improved their behaviour during classes, improved their school results and, above all, improved the image and the importance school has for them. We all benefited from A.C.C.E.S.S..”

2.4 ROMANIA



In Romania the Pilot Test was applied online and counted with the participation of 4 classes, with a total of 92 students.

In Romania the experience of the Pilot Test was not very different from the rest of the countries. At the beginning there were also challenges, but they didn't persist, and with the dedication and work from the mentors and, as well, work and effort from the students good results were obtained. At the end, both mentors and students were satisfied.

Mentors testimonies

"I lived the role of mentor from a unique position, with unknowns and challenges, but also with satisfaction in terms of school and students' school results. I transposed myself into the role of mentor with involvement, with the desire to learn, to find answers to all questions, for fear of not being able to meet all the requirements that this project involves. My feelings were directly related to the responsibility and the unknowns of this role.

The activity with the students was characterized by enthusiasm, cooperation, involvement, competition, team spirit, permanent integration of the students from the target group, by highlighting the desire to repeat such activities with a character, more fun, more different, otherwise, which make a more pleasant atmosphere, more without monotony, by fulfilling the proposed objectives and by a positive feedback from the students."

"I had the pleasure to apply the techniques and strategies from IO2 and IO3 toolkits. The activities were well-received by the students, that were extremely receptive and open-minded, they spoke openly about their own convictions, they made proof of maturity and empathy."



PART B



3.1 ITALY



The final event of the project, in Italy, took place on the 7th of June online. The headmaster of the school, Lorena Piccioni, Miria Di Gabriele (both mentors) and Tina D'alessandro (responsible of the project in Italy) made a speech. You can check the program of the event in the figure 1.

OPEN A.C.C.E.S.S.
LE INNOVAZIONI DEL SISTEMA SCUOLA CONTRO L'ABBANDONO SCOLASTICO PRECOCE

7 GIUGNO 2021 - 10.00-12.30

PIATTAFORMA ZOOM
MODERA: ANGELA TRENTINI - GIORNALISTA RAI ABRUZZO

9.45-10.00 REGISTRAZIONE PARTECIPANTI

10.00-10.20 SALUTI ISTITUZIONALI
LUIGI VALENTINI - DIRIGENTE SCOLASTICO IIS CROCETTI-CERULLI
ANTONELLA TUZZA - DIRETTORE GENERALE USR ABRUZZO

10.20-10.50 FOCUS
SIMONA BAGGIANI - RICERCATRICE INDIRE / UNITÀ ITALIANA EUROPEE
Verso uno spazio europeo dell'istruzione 2025: un'analisi comparata dei sistemi di educazione
IOLE MARCOCCHI - COORDINATRICE PROGETTO ACCESS - ILMOFUTURO
Le sfide emergenti dell'abbandono scolastico precoce: i risultati del partenariato strategico Erasmus+ A.C.C.E.S.S.

10.50-11.20 LA SPERIMENTAZIONE DEL PROGETTO A.C.C.E.S.S. IIS CROCETTI-CERULLI GIULIANOVA (TE)
TINA D'ALESSANDRO - DOCENTE REFERENTE DEL PROGETTO ACCESS
Dietro le quinte di un'esperienza ambiziosa e di successo
MIRIA DI GABRIELE E LORENA PICCIONI - DOCENTI E MENTORI
Storie dal campo. Le Mentori nel Programma di intervento rapido di A.C.C.E.S.S.

11.20-11.30
FABRIZIO COCCETTI - CEO ILMOFUTURO
La sfida dell'insegnante: tra motivazione e ispirazione

BREAK
11.40-11.55
GABRIELLA LIBERATORE - ISPETTRICE USR ABRUZZO
Il Piano strategico Nazionale e l'azione di monitoraggio della dispersione scolastica in Abruzzo

11.55-12.10
MAURO VANNI - COORDINATORE RETE PROGETTO GINS: IDENTITÀ, NETWORKING E SERVIZI DI SOSTEGNO
Azioni territoriali di contrasto alla povertà educativa minorile

12.10-12.25
ANTONELLA TUZZA - PRESIDENTE CORSO DI LAUREA SCIENZE DELLA FORMAZIONE E DEL SERVIZIO SOCIALE
UNIVERSITÀ DEGLI STUDI DELL'AQUILA
Gli orientamenti della ricerca educativa

12.25-12.30
Q&A E PROSPETTIVE FUTURE / CONCLUSIONI

MODULO ISCRIZIONE INDIVIDUALE
MODULO ISCRIZIONE STUDENTI

* IL LINK DI ACCESSO ZOOM SARÀ COMUNICATO AGLI ISCRITTI VIA EMAIL PRIMA DELL'INIZIO DELL'EVENTO

142-GRANDE - CHIESA: PARTNERSHIP FOR SCHOOL EDUCATION - A.C.C.E.S.S. RETE CRES-SCUOLA: COOPERATION FOR EDUCATIONAL AND SOCIAL SUCCESS (2016-1701-6430-64848)

Figure 1

There were about 120 participants.

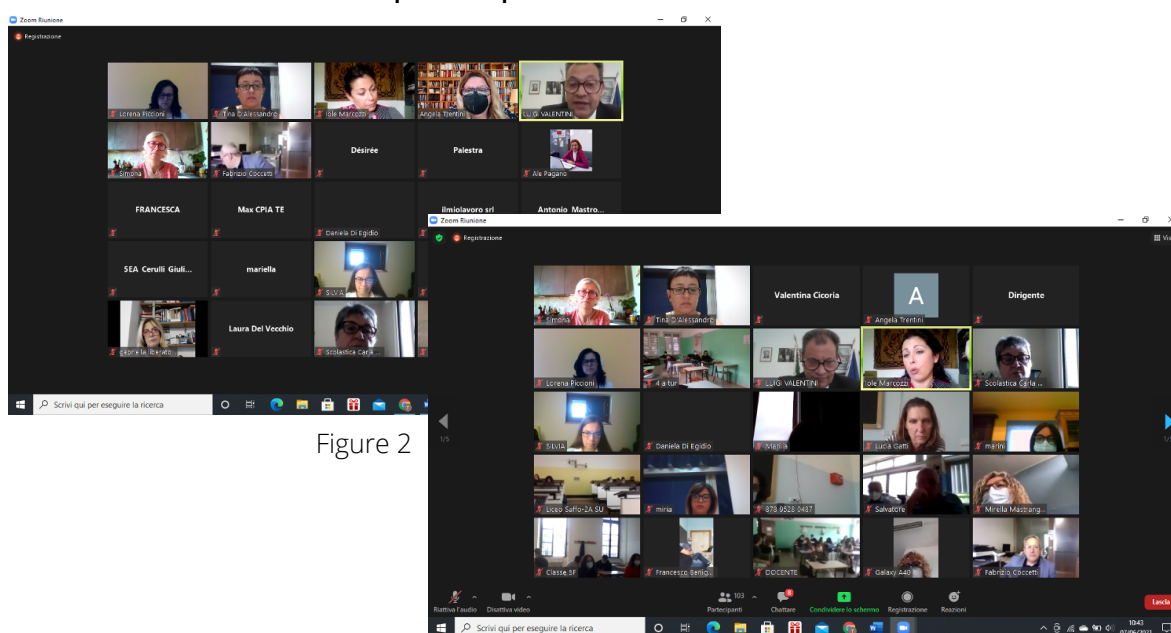


Figure 2

3.2 LITHUANIA



The ACCESS final event took place on the 27th of August 2021, in Šalčininkai. Lithuania had the possibility to organize a presencial event and counted with over 50 participants (figure 3).



Figure 3

3.3 PORTUGAL



In Portugal, the Final Event of the project occurred in two different moments, one of them presencial, with 52 participants, on the 30 of June (figure 4), and the other online, on the 27 of July that counted with 20 more participants (figure 5). Both of these events shared the path taken by the Pilot Test and the results obtained.



Figure 4

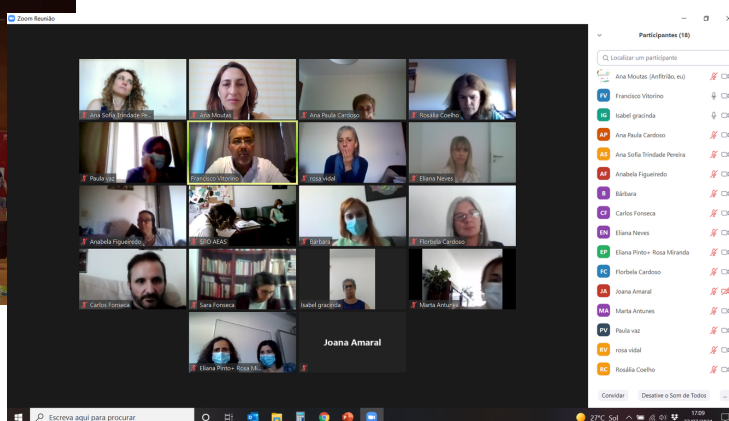


Figure 5

The flyers used to disseminate the events are showed in the figure 6.



Figure 6

3.4 ROMANIA



In Romania the final Event, online, occurred at the end of the school year and had around 130 participants from the different counties of Dâmbovița, Satu-Mare, Prahova, Argeș and Bucharest. Its main objective was to present and explain the reduction of early school leaving, the intellectual products created within the project and how they were used in the teachers activities.

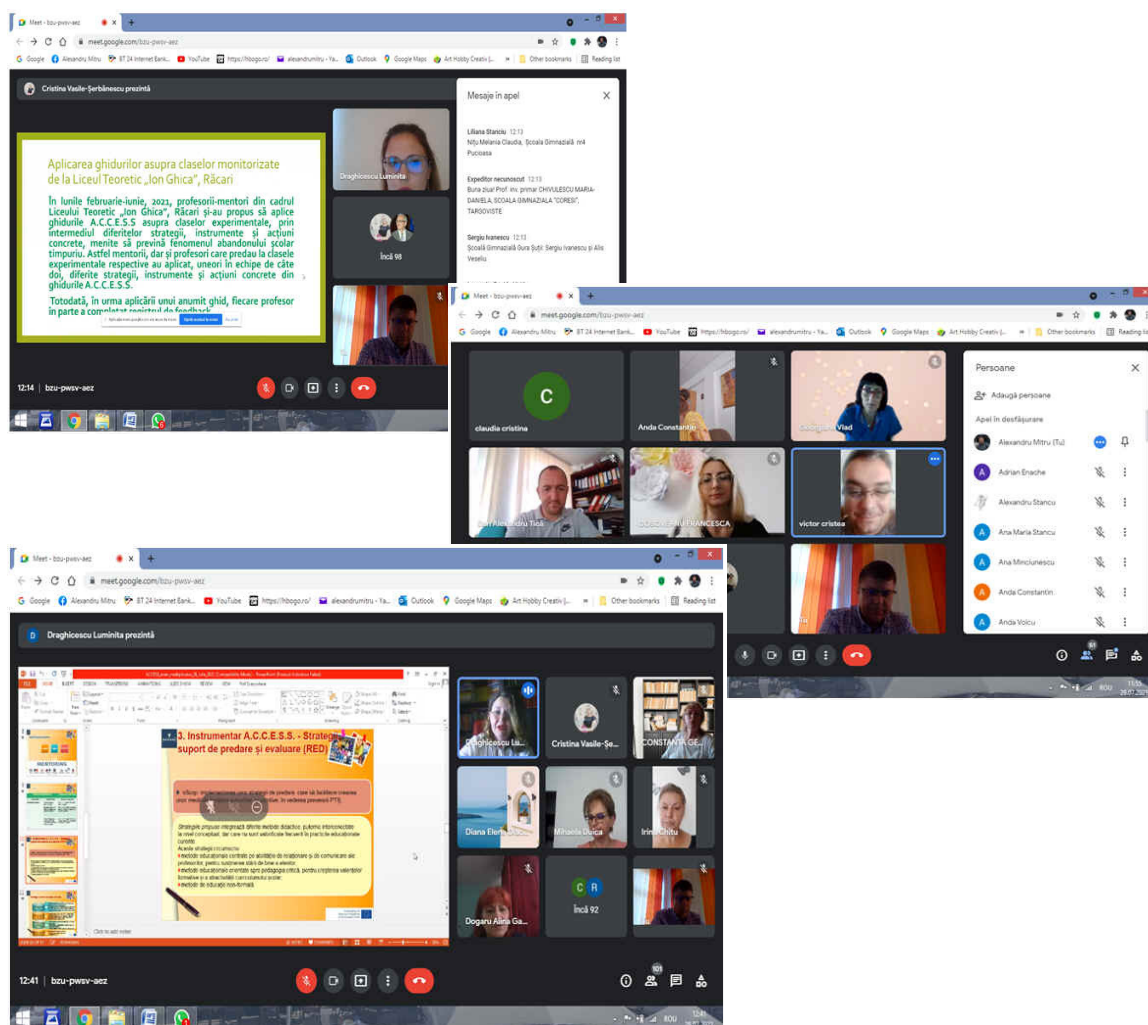
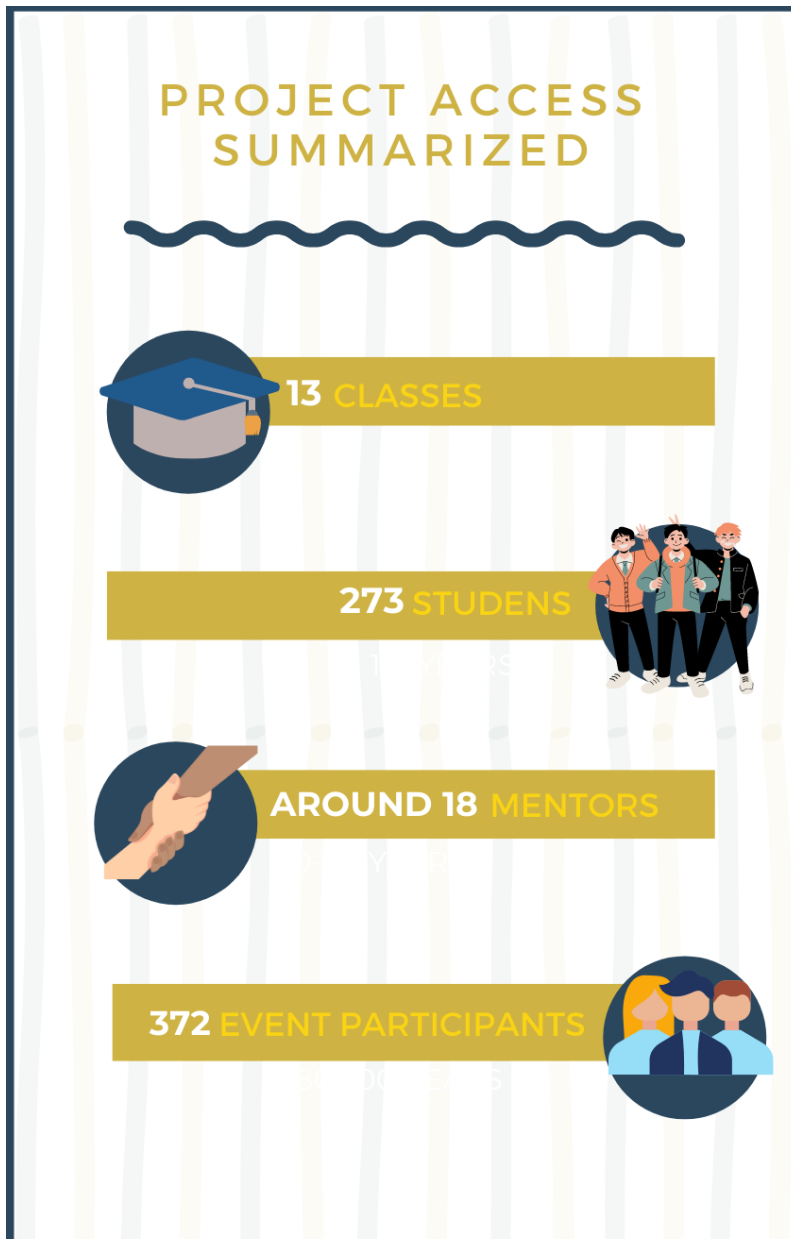


Figure 7

4. GENERAL NUMBERS



In total, the pilot test counted with the participation of 13 classes, 273 students and around 18 mentors. The final events held in the different countries counted with more than 372 participants.

With all that has been mentioned before, we can confirm that, even with its ups and downs, a good path was drawn and good results were obtained, inside of what was possible at the time, with the mentors and teachers work. Students didn't just surpass their difficulties, they acquired new habits and finished the year successfully.

Figure 8

Project partners

Ilmiolavoro IT



Istituto d'istruzione Superiore Crocetti-
Cerulli IT



Liceul Teoretic, Ion Ghica-Racari RO



Universitatea Valahia Targoviste RO



Agrupamento de Escolas Águeda Sul PT



Psientífica PT



Salcininku Jano Sniadeckio Gimnazi ja LT

Siuolaikiniu Didaktiku Centras LT





Social Profiles

🌐 Website: <http://projectaccess.eu/>

🌐 LinkedIn: <https://www.linkedin.com/in/access-erasmus-7768a9175>

📘 Facebook: https://www.facebook.com/ACCESS_Erasmus-2023635214391675/

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