

THE ACCESS UP PROJECT PRESENTATION

On April 2022, the project ACCESS UP started, financed under the programme Erasmus+ as a KA220-SCH - Cooperation partnership in school education. The project is an evolution of a previous one, which ended in August 2021, ACCESS which was rewarded as a Good Practice (<https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-IT02-KA201-048481>).

The ACCESS UP (Active Cross-sectoral Cooperation for Educational and Social Success_UP) starts from what has already been done in the project ACCESS, which aimed at implementing new methodologies and strategies to tackle the school early leaving.

After the Covid-19 experience, even though sustaining new educational policies has become a priority for the European Commission, the phenomenon of early school leaving and drop-outs is still occurring, also evolving in different ways, such as the “in-school dropouts” that regard all the students who remain at school without reaching satisfying learning outcomes.

So the project's objective is to intervene in a structural way on different levels of students's life, starting from the “education triangle” composed of parents, teachers and students.

How do we want to respond to the ESL phenomenon? Which activities will be implemented in the project?

The experience gained within the ACCESS project has led the partnership to reflect and investigate other fundamental aspects to increase the effectiveness and enhance the impact of the intervention implemented.

The lessons learned through the first experimentation of ACCESS has resulted in the need to engage in a broader action that has translated into the conception of the ACCESS UP project and its design products.

What are the needs for the areas to which the ACCESS UP project is addressed?



1

The need for a more structured involvement of parents, especially from disadvantaged backgrounds, through specific structured actions that are able to reach them and encourage them to participate more in the schooling of their children. The first project result responds to this need:

R1: PLAYBOOK FOR HOME VISITING (Partner Responsible: Scholastic Inspectorate Judetean Dambovită). The playbook for Home Visiting will be used by teachers to apply the Academic Socialization of Parents to tackle the ESL of their kids. It has been observed that the more their kid grows up, the less the parents are involved in their school life; the causes are different: lack of time, lack of knowledge and competencies, and willingness of letting kids be more responsible, but the project aims to invert the trend involving parents more actively in their children's school life to prevent their eventual dropouts.

2

The need to act on reading literacy competence, a key competence of students as detected by PISA-OECD data. The second project result responds to this need: ACCESS_UP DIGITAL EDUCATIONAL GAME (Partner Responsible: Psientífica - Associação para a promoção e desenvolvimento social) It has been demonstrated that in students with a lower reading literacy skill level, the risk of dropouts is higher. For this reason, the partnership will develop a digital game (downloadable on smartphones and tablets) to foster students' reading literacy. The choice to create a game is associated with the positive effects on learning that the game itself has: it has been shown that a game-based learning environment stimulates learning in a positive and effective way compared to traditional methodologies. The student, in this way, is active in the learning process and is autonomous in the management of his own path.

3

The improvement of the risk factors monitoring system developed in ACCESS through the development of an evaluation system that can also take into account the factors that protect students and that can help mitigate the risk of abandonment. The third project result is

DYNAMIC DROPOUT RISK ASSESSMENT WEB APP (Partner Responsible: Ilmiolavoro srl)

The ACCESS project had as a result a web app to monitor the risk factors of dropouts. The teachers could use the app to keep a track of a student's behaviours and thanks to an alarm system, the teachers could intervene with a tutoring programme to help the student. In the ACCESS UP project, the web app will be upgraded with additional functionality and system such as the introduction of protective factors over the risk ones.

4

Spreading a culture of quality that also involves the territory in actions against ESL. QUALITY ASSURANCE SYSTEM FOR STRATEGIES AGAINST ESL (Partner Responsible: Folkuniversitet) ACCESS UP's quality assurance system is designed to identify areas of improvement and strategic priorities for the full implementation of the comprehensive approach to ESL. It focuses on the processes and actions of prevention and intervention against ESL implemented by schools, internally and with the whole territorial system

Who are the partners in this project?

- Ilmiolavoro srl (Italy)
- Scholastic Inspectorate Judetean Dambovită (Romania)
- Psientífica Associação para a promoção e desenvolvimento social (Portugal)
- Folkuniversitetet (Sweden)m dolor sit amet, consectetur adipiscing elit,
- IIS Crocetti-Cerulli (Italy)
- Municipality of Agueda (Portugal)
- Parents Association Cantacuzini Targoviste (Romania)

How long will the project last?

The project will end in September 2024. The product and the impact that the project aims to realize is very ambitious and for this reason, it will last more than 2 years.

