The Operational Model

JUMP@SCHOOL PROJECT

Massimo Peron (CIOFS FP) – June 2017
INTRODUCTION

Jump@school is a project for the prevention of early school leaving sponsored by Sardinia Regional Authorities and co-funded by the European Lifelong Learning Program (LLP), which has actively involved a consortium of ten partners from six countries (Italy, Austria, Germany, Poland, Spain and Turkey), four schools and 480 students aged between 14 and 17 years. The basic idea of the project was to develop a strategy for preventing early school leaving through the experimentation in schools of an innovative action model and the evaluation of its impact on the attitudes towards a school of a sample of students at risk of dropout.

At the basis of the pilot project there is the Logic Model of Intervention, which, based on the analysis of the good practices collected, defines the guidelines of the experiment. The Logic Model has brought together the objectives, methodologies and results to be achieved, in a continuous dialogue between educational needs and the pilot project. Developed as a set of individual meetings and group activities to be carried out in and out of the school, the action was carried out for 5 months (January / June 2016) in four secondary vocational schools in Italy (Sardinia) and Spain (Valencia).

This Jump@school Operational Model represents the reinterpretation of the Logic Model in the light of the experience gained so far and without the constraints placed by the pilot project. Its purpose is to provide operational indications and immediate reproducibility for those who were interested in promoting an action to prevent early school leaving and dropout, and the logic of following along the lines of the pilot project, whose pillars were:

- The mix of individual and group activities
- The relationship with the territory
- Case management.

The project lasted three years and many findings and documents were published, which are accessible by logging on to the project website www.jumpatschool.eu, including the Logic Model for those who are interested in comparing the two documents.

GENERAL RISK FACTORS FOR EARLY SCHOOL LEAVING

In developing the model, five “risk factors” for early school leaving reported in scientific literature were taken into account in order to define target actions aimed at countering them. The risk factors were classified as follows:

- **Individual characteristics**: gender (male), belonging to an ethnic minority or being born in a foreign country, leaving in an urban or disadvantaged context, having important health problems.
- **Family factors**: exposure to high levels of conflict, unstable family situation, low socio-economic level that forces young people to work to support family budgets, low levels of family support, stressful events (financial difficulties, health problems, early parenthood), low family capital (economic, human, social and cultural).
• **Cognitive Skills and School Performance:** poor cognitive abilities, disability, learning disabilities, low grades, disruptive behaviour, absenteeism, suspensions, frequent change of schools, school failure, passiveness, rebellion, offenses, vandalism, criminal activities, poor image of self, low self-esteem, psychological problems, emotional instability, poor organizational abilities, etc.

• **Attitude to the school:** low level of concentration and motivation, low school attendance, low level of school satisfaction, alienation from school, lack of motivation and "meaning" in finishing the course of study.

• **School-level factors:** being bullied, high percentage of students belonging to an ethnic minority, a negative school climate, school ethics, school heterogeneity, attachment (quality of the relationships between students and their classmates), crowded classrooms, etc.
NECESSARY RESOURCES TO IMPLEMENT THE ACTION

To be able to organize and realize the articulated action identified by the Jump@school model, it is necessary to rely on qualified human resources and minimum equipment that can be adapted to the needs of different schools. As far as the necessary professional resources are concerned, the project has identified the characteristics, profile, and tasks of a new professional profile for education capable of actively engaging within the reference school context with a well-defined task of supporting schools and implement preventive actions to counter early school leaving.

THE JUMPOPERATOR

The organization of the action is centred on the JumOperator, a professional profile operating within schools with the specific task of preventing early school leaving by using tools, methodologies and approaches of the Jump@school model. The action of the JumOperator will in part be direct (individual interviews), or triggering actions (group actions and / or matching the opportunities of the territory) or managed directly by other professionals (trainers, psychologists, guidance counsellors).

Background (profile)

Jump@school partners, in relation to their expertise and field experience, have reflected a lot on the profile of an operator able to manage the complexity of the proposed model in a specific context such as schools. Thus, a professional profile having experience as a tutor or counsellor, social worker or youth worker, or a professional case manager has been identified. This person draws inspiration from the role as educator, able to build positive relationships with young people, according to a holistic educational approach - education of the mind (cognitive knowledge), of the heart (emotional and spiritual learning) and of the hands (practical and physical skills).

Tasks

- Thoroughly understand the model in its complexity
- Get in touch with the students / deal with the initial definition of the profile / build trust
- Develop the IDPA (Individual Development Plan Agreement) together with students, during individual sessions
- Take care of the students during counselling sessions
- Manage and monitor the student's "pathway": organising events, activities, individual and group workshops
- Organize and guide the workshops
- Take care of the path documentation and the various custom projects
- Maintain contacts with the school
• Organize meetings (with other partners / experts / professionals) to form or communicate to a common stakeholder a common strategy for students
• Provide assistance to parents

Characteristics
• Empathy
• High analytical capabilities
• Work experience with young people at risk and in school leaving age
• Good communication skills (active listening)
• Authoritativeness
• Flexibility / Openness to Ideas and Challenges
• Ability to put into practice the knowledge about motivation
• Network management skills
• Knowledge of the local job market and its characteristics
• Knowledge of local organizations that can help in the intervention (sports, music, nightclubs, etc.)
• Knowledge of local support opportunities in terms of orientation, psychological support, learning support, or all situations that go beyond the tutor’s skills (holding a map of local resources)

WORK INSTRUMENTS
• Initial profiling
• Individual Development Plan Agreement (IDPA)
• Counselling Grids (Individual Interviews)
• Grid and guidelines for workshops, for the follow-up module and for the initial meeting
• List of individual activities, if any
• Individual Monitoring Process for the JumpOperator (Individual Profile Data Collection)
• Journal (register) of workshops
• Attendance sheets

CONTRIBUTIONS TO THE COMMUNITY
• Identifying opportunities to organize workshops, with the help of volunteer organizations, in the three countries implementing the path. Human resources and materials made available by the local community (volunteering organisations and / or the third sector) for the organization of some workshops and / or activities of various kinds.
VENUES AND MATERIALS

- Office equipped with pc, internet, landlines, shelves at school; possibility to accommodate a small group of about 12 people (tables, chairs) for individual and group activities.
- Materials such as paper and stationery, etc.
- A place for the initial meeting (phase 1) and for the final event (phase 6)
THE OPERATIONAL MODEL

PROCESS
The main process of the model begins with the initial definition of the IDPA1 profile until its completion; it consists of a strong educational relationship between the JumpOperator and the students which includes:

Individual tutoring

- Individual meetings (counselling sessions) with the JumpOperator (no less than 4) during the development of the IDPA
- Assistance to the natural network of students: meetings with families or social services, recreational groups, friends and teachers
- Definition and evaluation of individual activities (taking into account the activities that students have already begun on their own or introducing new activities, chosen and organized with the JumpOperator during the development of the IDPA1, based on the main risk factors for students, but also on their desires. These may include retraining courses on school subjects, sports, dance, theatre, volunteer services, etc.)

Group experiences

- The initial meeting and the final party
- Supportive action on self-esteem and motivation
- Labs, which students attend throughout the course in accordance with the JumpOperator, who has planned them in the IDPA, in relation to the identified risk factors
- Other possible group events (short trips, visits to know, for example, what is a library service, or employment services, parties, perhaps at the end of a workshop, to share the product of the workshop itself) planned by the JumpOperator and the students (these may optionally be selected during the initial meeting)

Individual interviews and relationships maintained by the JumpOperator with students' families and with the school will make the process ongoing and will support the students in the most difficult transitions from one experience to another.
In the development of IDPA, the JumpOperator will help students leverage and link their individual and group activities to improve their ability to face difficult situations and develop other non-cognitive skills (transversal, social, vocational skills).

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1 Individual Development Plan Agreement, a document shared by the student and the JumpOperator that – after the first interview- identifies learning goals and expected results. The IDPA can be reviewed and updated in the course of the action.
Several research studies indicate that non-cognitive skills, especially social, participatory and emotional skills, are more important for long-term results, such as education and/or employment, and, more importantly, social skills may be more malleable than cognitive ones, which - if true - suggest that there may be a wider scope for education policies so that they involve social rather than cognitive abilities.

Following several years of research and findings, James Heckman, a US economist and Nobel Prize winner, concludes that policies should focus on developing such social and emotional abilities, such as perseverance, reliability, and consistency.

Research results in different contexts and countries also indicate that the impact of non-cognitive abilities on broader capabilities and results is the same among different economic groups. It is therefore crucial that non-cognitive actions, such as those made by many workers working with young people, are suitable for teenagers².

Process-related actions

- Initial meeting
- Final party
- Support actions for self-esteem and motivation,
- Creative workshops
- Individual activities
- Other group events

There follow some guidelines for the following actions:

- Inaguration day
- Support actions for self-esteem and motivation (9 h)
- Workshops

**GRID 1 – INITIAL MEETING**

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<thead>
<tr>
<th>Title of the action</th>
<th>INITIAL MEETING</th>
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<tbody>
<tr>
<td><strong>Description of the action</strong></td>
<td>After selecting the students and following the first interview, an event with the whole group (the action group) should be organised to officially kick off the process. This should be a very lively moment, where it is possible to enhance motivation to do something new and, hopefully, be effective to prevent ESL.</td>
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<tr>
<td><strong>Key objectives</strong></td>
<td>• Animate the whole group, motivate the students to find new reasons to learn • Test some workshops (SKILL LAB) and reflect on them • Choose different experiences, either individual or group, for the path</td>
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<tr>
<td><strong>Participants</strong></td>
<td>Whole group</td>
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<td><strong>Activities</strong></td>
<td>PLEASE DESCRIBE THE ACTIVITIES</td>
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<td></td>
<td>1. <strong>Action-oriented games, to break the ice and build the group, to discover something new about oneself, on relationships, confidence and self-esteem:</strong> approx. 1 hour of play and half an hour of debriefing Here are a few examples: <a href="http://www.teampedia.net/wiki/index.php?title=Main_Page">http://www.teampedia.net/wiki/index.php?title=Main_Page</a></td>
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<td>2. A few workshops to test new activities: Examples of workshops: • Can you learn MATHS through COOKING or MUSIC? • Or PHYSICS through a bike repair workshop? 2 hours</td>
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<td>3. <strong>Time to choose the workshops and list individual activities to organise along the pathway</strong> 1 hour</td>
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<tr>
<td><strong>Human resources</strong></td>
<td>PLEASE INDICATE THE DURATION OF THE ACTION (FOR EXAMPLE A 2-HOUR WORKSHOP, ETC.) TIME SUGGESTED: 5 HOURS PLUS TIME FOR A BREAK</td>
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<tr>
<td><strong>Methodologies</strong></td>
<td>List the professional profiles involved in the activity (please specify if on a voluntary basis or paid) JumpOperator</td>
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<tr>
<td><strong>Instruments and methods</strong></td>
<td>Please indicate, if possible, the methodology on which the activities are based Participatory, Open Space Technology, workshops organised with stands, 5 or 6 parallel workshops. Students can circulate visit them and decide which one to try, free to participate in one for some time and then move on.</td>
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<td></td>
<td>PLEASE LIST THE SPECIFIC INSTRUMENTS USED FOR THE ACTIVITIES (TECHNOLOGY, METHODS, MATERIALS, ETC.) 1. Team work, workshop 2. Whiteboards, flipcharts, pens, markers, post-its, individual sheets for final evaluation</td>
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## GRID 2 – SUPPORT ACTION TO SELF-ESTEEM AND MOTIVATION

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<th>Title of the action</th>
<th>SUPPORT ACTION TO SELF-ESTEEM AND MOTIVATION</th>
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<tbody>
<tr>
<td>Description of the action</td>
<td>The module provides the students with the possibility to address in a group some of their limits and weaknesses.</td>
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### Key objectives

- Know one’s strengths and weaknesses,
- Increase self-confidence and believe in one’s potential;
- Learn to have positive opinions about oneself;
- Learn to recognize and express one’s emotions;
- Learn to overcome the difficulties resulting from physical and mental limits;
- Observe one’s reaction in difficult circumstances;
- Learn alternative and constructive ways to lead one’s life;
- Encourage cognitive readiness to take unusual initiatives as source of inspiration for creative actions and for creative solution to problems, by widening one’s cognitive horizons;
- Enhancing social skills, learn to communicate actively;
- Assertiveness: develop to ability to accept criticism, learn to give and receive feedback;
- Learn to accept compliments and have positive opinions about oneself;
- Inspiration for a creative activity and creative solution to problems.

### Parceipants

Students that have chosen it on the OST day (open space technology) (number, gender, main ESL risk factors, reasons for their choice) Suggestion: no more than 11-12 students

### Activities

Starting from real experiences, reflect on those and compare them with one’s life. The Jump Operator 6 main themes our of the key objectives to animate the 6 meetings, depending on the group profile, weaknesses and the main risk factors. Please indicate the duration of the action (for example a 2-hour workshop, etc.)

Time suggested: 9 hours/ 6 meetings of 1,5 hours each

### Human resources

List the professional profiles involved in the activity (please specify if on a voluntary basis or paid)

Jump Operator

### Methodologies

Please indicate, if possible, the methodology on which the activities are based

Empowerment, self-assessment, self-assessment test

### Instruments and methods

Please list the specific instruments used for the activities (technology, methods, materials, etc.)

1. Team work, role play, individual work, visual moderation, mini lesson
2. Whiteboard, flipcharts, pens, markers, slides.
GRID 3 – WORKSHOPS

Group workshops regarding the constraints and opportunities of schools and the territory are organised. The workshops do not have the goal of developing technical vocational skills, rather basic skills and above all self-esteem and motivation as a result of different students achieving certain goals.

The JumpOperator has the task of organizing the workshops - depending on the action group - taking into account the risk factors of the students, their desires and the opportunities offered by the local context (volunteers, NGOs or non-profit organizations, craftsmen willing to organize an activity).

The overall goal of the workshops to counter the adverse effects of the risk factors of early school leaving and dropout is:

**To improve social and co-operation skills, to increase self-esteem in carrying out an activity with a specific goal and end product, to support and to be supported by other people.**

We hereby limit ourselves to recommend the following guidelines:

- It is better to have about **10-12 students** in each workshop.
- Each workshop should last approximately **8 hours** (i.e. four sessions of two hours)
• The workshop should be linked to the **Eight Key Skills**, defined according to the European framework. Keeping them in mind will help organize the activities according to a holistic educational approach and avoid the common mistake of trying to deal with the students’ demotivation with school-based solutions (more homework, more traditional language classes, history, math, or other).

• The workshop should counter the effects of the **risk factors of dropout and early school leaving** observed in the students so as to offer them solutions to avoid their negative impact:
  - ATTITUDE TOWARDS THE SCHOOL: "Poor commitment to finish school" / "Passiveness", "Low level of satisfaction with the school";
  - COGNITIVE SKILLS AND PERFORMANCE IN SCHOOL: "Low Cognitive Skills," "Disruptive Behaviour," "Poor Organizational Abilities"

The Jump@school model is proposing **three types** of workshop:

**Communication workshop**

**Main objective:** to develop communication skills through narration, creative writing and video production (in one’s mother tongue or another language) in order to develop social skills, interpersonal and intercultural skills and all those behaviours that allow individuals to participate in social and work life effectively and constructively.

The starting point can be a short story, a poem, a newspaper article, or a personal or daily matter: emotions, feelings, dreams, future representations, friendship, love, family, passions and desires.

Here are some suggestions from some good practices reviewed in the Jump@School project:

- Here I am! ... *I introduce myself and my family.*
- Crazy Horse’s dream: *My dreams: how I imagine the future for myself.*
- What can you do? *My talents, my passions and abilities.*
- My grandfather told me that ... *My allies, people I can count on.*
- Everyone tells me what to do. *Tests and opponents to face.*
- Facing difficulties. *How to tackle school issues.*

**Workshops “learning to learn”**

**Main objective:** to improve the ability to pursue and organize one’s learning, at individual or group level, according to one’s needs and awareness of methods and opportunities; e.g. Learn math with new methods.

**Creative workshops**

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Main objective: to enhance awareness and cultural expression, which implies mutual awareness of the importance of the creative expression of ideas, experiences and emotions through music, entertainment, visual arts and literature, but also cooking, carpentry, manufacture of anything with the help of a tutor, re-painting the school. This favours tolerance, but also the discovery of new attitudes and abilities, in order to promote a positive attitude towards oneself and others.
THE EIGHT KEY SKILLS

This reference framework outlines the eight key skills and describes the essential knowledge, skills and attitudes associated with each of them.

- **Communication in your mother tongue**, i.e. the ability to express and interpret concepts, thoughts, feelings, facts and opinions both orally (listening, conversation, reading and writing) and in writing, and to interact linguistically appropriately and creatively in a wide range of social and cultural contexts;

- **Communication in foreign languages**, which implies, in addition to the main communication skills in your mother tongue, intercultural mediation and understanding. The level of competence depends on various factors, and on the ability to listen, speak, read and write;

- **Mathematical skill and basic skills in science and technology**. Mathematical skill is the ability to develop and apply mathematical thinking to solve a variety of problems in everyday situations; Priority is given to process, activity and knowledge. The basic skills in science and technology refer to the mastery, the use and application of knowledge and methodologies that can explain the natural world. The latter include understanding the changes caused by human activity and the responsibility of each individual as a citizen;

- **Digital skills** consist in using information society technologies (IST) with knowledge and critical spirit, and therefore possessing basic skills in information and communication technologies (ICTs);

- "**Learning to Learn**" is the skill of learning, the ability to pursue and organize your learning at individual or group level, according to your own needs and awareness of methods and opportunities;

- **Social and civic skills**. Social skills refer to personal, interpersonal and intercultural skills and to all types of behaviour that enable individuals to participate in social and work life effectively and constructively. They are linked to personal and social well-being. It is essential to understand the codes of conduct and the uses and customs of the different environments where individuals work. Civic skills, in particular the knowledge of concepts and structures belonging to the social and political sphere (democracy, justice, equality, citizenship and civil rights) provide individuals with the means to engage in active and democratic participation;

- **Resourcefulness and entrepreneurship**. It is the ability to transform ideas into actions. It involves creativity, innovation and risk-taking as well as the ability to plan and manage projects in order to achieve goals. The individual is aware of his/her working environment and is able to grasp the opportunities at hand. It is the basis for acquiring the most specific skills and knowledge needed by those who start social or business activities or collaborate within them. This should include awareness of ethical values and the promotion of good governance;

- **Awareness and cultural expression**, which involves awareness of the importance of the creative expression of ideas, experiences and emotions in a wide variety of media (music, performing arts, literature and visual arts).
GRID 3 – WORKSHOPS

This planning grid can be filled in by the JumpOperator, after choosing a workshop.

<table>
<thead>
<tr>
<th>TITLE OF THE ACTION</th>
<th>WORKSHOPS</th>
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<tbody>
<tr>
<td>DESCRIPTION OF THE ACTION</td>
<td>Please give a short description of the workshop.</td>
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<tr>
<td>KEY OBJECTIVES</td>
<td>Please give a clear and concise description of the key objectives of the workshop.</td>
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<tr>
<td>ESL RISK FACTOR CONSIDERED</td>
<td>ATTITUDE TOWARDS THE SCHOOL or COGNITIVE ABILITIES AND PERFORMANCE IN SCHOOL</td>
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<tr>
<td>CONNECTION WITH THE 8 KEY SKILLS</td>
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<tr>
<td>TYPE</td>
<td>COMMUNICATION WORKSHOP/WORKSHOPS “LEARNING TO LEARN”/CREATIVE WORKSHOPS</td>
</tr>
<tr>
<td>PARTICIPANTS</td>
<td>Students that have chosen it during the initial meeting (number, gender, main ESL risk factors, reasons for their choice) Suggestion: no more than 11-12 students</td>
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<tr>
<td>ACTIVITIES</td>
<td>Please describe the workshop activities, i.e. different phases and most important features.</td>
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<td>Please indicate the duration of the action (for example a 2-hour workshop, etc.)</td>
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<td>TIME SUGGESTED: 8 HOURS PER WORKSHOP</td>
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<td>HUMAN RESOURCES</td>
<td>List the professional profiles involved in the activity (please specify if on a voluntary basis or paid)</td>
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<tr>
<td>METHODOLOGIES</td>
<td>Please describe, if possible, the methodology on which the activities are based</td>
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<tr>
<td>INSTRUMENTS AND METHODS</td>
<td>Please list the specific instruments used for the activities (technology, methods, materials, etc.)</td>
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Examples of individual activities
- Attend an extracurricular course on the study method
- Participate in a retraining course on school subjects
• Attending a recreation centre (sports, music, dance, theatre, drawing, photography, computer science, etc.)
• Volunteering (baby-sitting, helping children do homework or doing sports)
• Do a job

Examples of the JumpOperator’s actions aimed at promoting the relational network of students
• Meet the family
• Meet social services
• Keep in touch with teachers
• Provide help in finding interesting individual activities
• Provide individual suggestions to guide the study method
• Provide help in finding a specialist for addiction problems or other health problems
• Organize personal sessions to discuss individual problems (family relationships, friendship, love, body care, etc.)

Examples of group events
• Short trips for social and cultural purposes
• Visits to know, for example, what a library service or an employment service is
• Parties, perhaps at the end of a workshop, in order to share the product of the workshop, planned by the JumpOperator and the students
• Participation in other activities (volunteering - environment, education, intercultural and intergenerational initiatives, etc.)
• Sports events (e.g. football, volleyball, basketball games)
POSSIBLE ORGANISATION OF THE ACTION IN PHASES ACCORDING TO THE JUMP@SCHOOL PILOT

PHASE 1 – 1ST WEEK
The Jump Operator organizes an initial meeting (5 hours) to:
• Animate the whole group
• Motivate students to find new solutions, alternatives to increase their motivation towards learning
• Test some workshops (SKILL LAB) and reflect on them
• Choose different experiences to start, either individually or collectively.

The day should begin with a moment of animation (music, movement), continue with different workshops (involving the mind, body, feelings and emotions of the participants) and end with some group reflections to decide how to proceed, choose between the various workshops and make a list of any individual activity.

PHASE 2 – 2ND/4TH WEEK
First individual meeting between the Jump Operator and the students: initial definition of the profile and beginning of the IDPA (examples of initial definition of the profile and IDPA)
Duration: it is estimated one hour per student on average

PHASE 3 – 5TH/8TH WEEK
At this stage, after the first individual interview and the initial meeting, there follow:
• Workshops of an average duration of 8 hours
• Individual activities as chosen by the students
• Other scheduled events
• Second individual meeting.

The Jump Operator might be present at the workshop and at the same time initiate the second individual interview with the students (maybe after two weeks of workshops) to deal with individual problems or positive outcomes and work out the IDPA. It is also possible to organize individual activities, tutoring courses, volunteer experiences, sports and other recreational activities. Everything will be planned together (by the Jump Operator and the individual student) and considered (i.e. monitored and evaluated) in the IDPA.
PHASE 4 – 9TH/11TH WEEK
Module to support self-esteem and motivation (e.g. 9 h - 6 meetings of 1.5 hours each)
Divided into groups of about 10-12 participants, students will take part in a group experience with the Jump Operator in order to improve their ability to reflect. Knowing themselves better, by analyzing some of the experiences they have gained, will help them avoid failures and improve self-esteem, along with the ability to solve problems, and decision-making skills.

PHASE 5 – 12TH/15TH WEEK
Similar to phase 3
In this phase, following the follow-up module, there follow:
• Workshops of an average duration of 8 hours
• Individual activities as chosen by the students
• Other scheduled events
• The individual third interview

PHASE 6 – 16TH/18TH WEEK
The last individual interview is aimed at completing the IDPA and gathering the first results of the path. A final event will be organised by the students to celebrate the end of the pathway (a simple party).

As we will see in the concluding part of this paper, the timing of the experiment was affected by the design requirements and could not fully follow the school schedule as recommended by the JumpOperator who conducted the experiments.
PRODUCTS, RESULTS AND POSSIBLE IMPACT OF THE JUMP@SCHOOL PILOT

PRODUCTS

Tangible results produced by the activities

• Individual Development Plan Agreement and description of the necessary follow-up process through the JumpOperator’s profile, specializing in countering early school leaving and dropout
• List of effective individual workshops and activities (described as best practices, perhaps according to the Jump@school model), organized to support young people at risk to make sure they find their motivation again to attend school or other forms of training
• 9-hour module to improve reflection, self-esteem, ability to solve problems and decision-making ability
• Video or other workshop output

RESULTS

The results are short-term, in contrast to medium or long-term ones, which are expected to take 1 to 3 years from the start of the programme activities.

Short-term results are usually expressed individually among the participants in the programme.

• Increase in the number of students who intend to go to college, increasing the attendance rate
• Decrease in the number of dropouts
• Greater student support and involvement

IMPACTS

What changes are made to organizations, communities, or systems as a result of programme activities within 7-10 years

• Maintain a long-term, political and financial commitment to reduce early school leaving and dropout and keep the issue high on the political agenda.
• Support schools to become favourable and supportive learning environments tailored to the needs of each student.
• Promote and support multi-professional working groups in schools to cope with early school leaving.
• Contribute to a better understanding of the phenomenon of early school leaving in society in general.
• Help ensure that the school can provide students with differentiated support in learning in an inclusive and personalized way.

## GANTT MODEL TESTED IN JUMP@SCHOOL

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>Month</th>
<th>1</th>
<th>2</th>
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<th>7</th>
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<tbody>
<tr>
<td>INITIAL MEETING</td>
<td>Phase 1</td>
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<td>1ST INDIVIDUAL MEETING</td>
<td>Phase 2</td>
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<td>2ND INDIVIDUAL MEETING</td>
<td>Phase 3</td>
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<td>INDIVIDUAL ACTIVITIES</td>
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<td>WORKSHOPS</td>
<td>Phase 4</td>
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RECOMMENDATIONS FROM THE PILOT

The Jump@school model has been tested in 4 schools (two Italian and two Spanish) according to specificities that have taken into account context, constraints and opportunities of the school system in general or individual schools in particular.

Following the tests, feedback from the JumpOperators was collected with respect to:

- Activities actually carried out in schools,
- Limits and potentialities of the introduction of an external figure in the school with a specific role to counter school dropouts,
- The effectiveness and characteristics of the proposed action model
- Identification of strengths and weaknesses of the model in order to replicate it in other contexts.

This analysis was conducted by an expert educator / researcher at CiofsFp by making the JumpOperators of the 4 schools fill in a form and meet with the JumpOperators and researchers working in Sardinia so as to collect qualitative information on the tests. It was not possible to meet Spanish operators directly because of organizational issues.

Please find below a summary of the 4 tests, followed by some remarks of the JumpOperators on some "elements" that help define a more comprehensive and extensive picture of the Logical Model:

- The role of the JumpOperator in school: Limits and Potential
- The action model
### SUMMARY OF THE ACTIVITIES CARRIED OUT DURING THE PILOT

<table>
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<tr>
<th>LOGIC MODEL</th>
<th>IPSAR TORTOLI ITALIA</th>
<th>FERRARIS IGLESIAS ITALIA</th>
<th>IES JUAN DE GARAY SPAGNA</th>
<th>IES MELILLA SPAGNA</th>
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<tr>
<td><strong>Inauguration Meeting</strong> (5 hours suggested)</td>
<td>Inauguration meeting</td>
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<td><strong>First Individual Interview</strong> (1 hour per Interview, 55 Interview planned)</td>
<td>First Individual Interview</td>
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<td><strong>First Workshop</strong> (8 hours suggested per 5 groups)</td>
<td>PHOTO FOOD WORKSHOP No other Individual Activities No other planned events Second Individual Interview</td>
<td>VIDEO PHOTO WORKSHOP INDIVIDUAL ACTIVITIES: Find activities to do outside school (music lessons, additional photo labs, job internships). Connection with additional didactic course No other planned events Second Individual Interview</td>
<td>NO WORKSHOP No other Individual Activities No other planned events Second Individual Interview</td>
<td>LEARNING TO LEARN WORKSHOP No other Individual Activities No other planned events Second Individual Interview</td>
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<tr>
<td><strong>Self Esteem and motivation Module</strong> (9 hours suggested per 5 groups)</td>
<td>Self Esteem and motivation Module</td>
<td>Self Esteem and motivation Module</td>
<td>6 hours of Module for each student</td>
<td>First part of self esteem and motivation workshop</td>
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<tr>
<td><strong>Second Workshop</strong> (8 hours suggested per 5 groups)</td>
<td>FISH WORKSHOP No other Individual Activities No other planned events Third Individual Interview</td>
<td>CREATIVE WRITING AND COMICS WORKSHOP No other planned events INDIVIDUAL ACTIVITIES Find external course or internship Help student to join to didactic additional activities offered by school Individual reports for each student to give to teachers Third Individual Interview</td>
<td>5 hours of WORKSHOP No other Individual Activities No other planned events Third Individual Interview</td>
<td>NO WORKSHOP No other Individual Activities No other planned events Third Individual Interview</td>
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THE ROLE OF THE JUMPOPERATOR IN SCHOOL: LIMITS AND POTENTIALITIES

After the experimentation phase, the JumpOperators were asked to express an opinion on the introduction of an external figure in the school context specifically dedicated to supporting the system in countering early school leaving.

The identified figure is evaluated positively in the role of mediation between students / school / territory.

In the system setup, operators have paid attention to a few elements:

- Take into account the constraints represented by the school system (in Spain the rigidity of the time schedule did not allow them to work during ordinary class hours with obvious difficulties in involving students).
- Look after relationships with families who, if not involved, can represent an important negative factor in implementing school actions.
- Take care of the relationship with the school environment in its complexity (principal, teachers and janitors) as a key to success.
- Pay attention to workloads the for JumpOperators, who have to handle a variety of aspects (from the more formal ones to the relationship with the territory) that require lots of time.

The variety of skills and the background of the studies of the involved operators: educators, psychologists and social workers is considered positively as it has enriched the processing and the comparison between different perspectives.

There must be a minimum of two operators, the ideal would be to have a team of 3 JumpOperators (an educator, a psychologist, a sociologist) as it allows: to enrich the comparison between different perspectives, to work more systematically with the territory and in general with what lies "outside" the school world, to carry out organizational / bureaucratic work more consistently with the time schedule (organization of activities, relations with the schools, relations with any other reference institutions).

It is also important to emphasize the gender difference of the operators, which helps to respond more specifically to the different needs of students.
An essential point in the introduction of JumpOperator in the school organization is the relationship with the teachers, for the success or failure of the action may depend on it. It is necessary to prevent rejection of external figures by the school (also in the face of collaborative school leaders) and to activate goals sharing strategies, involvement in all the phases of the action, real support to their work.

The possibility of having the JumpOperator personalize the action is another strength of the action. The opportunity to have different individual interviews allows for a very close relationship helping students to tackle their problems (which the school cannot usually do).

With the JumpOperators, we also reflected on the possible strategies to be implemented to facilitate the entry of external staff into the school and the following points have been raised:

- Listen to the teachers, involve them, ask for their opinion,
- Propose training courses for teachers on their needs, difficulties, personal dynamics with respect to their role and how they experience it. To offer room for comparison and training, provided it is "formally recognized"
- Provide periodic information on students to teachers, which can be taken into account in relation to the final evaluation, enhancing both the activities and the work of the JumpOperator and, above all, learning and any changes of the students involved,
- Follow the school calendar (October / May) in order to integrate the actions and to act in advance with some students who are already at risk of early school leaving,
- Ensure the full support of the Headmaster, who must create the general conditions for the presence of the JumpOperator in school. The introduction of outside professionals in the school environment needs to be planned, shared, explained for what it is: more opportunities for everyone and no interference in the work of teachers.

In summary, the introduction of an external figure, provided it is integrated in the school organization, dedicated to tailor-made and targeted actions to counter early school leaving, is an interesting innovation and can represent a development for the schools to act more effectively in preventing early school leaving. However, it is important to introduce such a figure in schools carefully in order to avoid rejection and poor cooperation. Taking care of the relations with teachers and guaranteeing transparency and clarity of information are essential requirements for the success of the action.

THE ACTION MODEL

Part of the reflection with the JumpOperators was devoted to the model as a whole, i.e. the organisation of the proposed actions, their meaning, their sustainability for the future. The overall return of the operators was very positive, with the warning of paying close attention to the organization of the school system (Spain) and the relationship with the school context (Italy). In particular, the richness of opportunities offered and the possibility to take action in the right mix of individual (interviews) and group (workshop) activities are positively
evaluated. The same proposed structure was judged positively and able to respond to different attitudes and styles of the students. However, the operators have been asked to provide guidance anyway for improving the action model that can be summed up as follows:

- Involvement of the family as an educational actor responsible for the path of the students (especially those most at risk of early school leaving)
- Need for more meetings and more flexibility in the interviews
- Time schedule of the action matching the school calendar (October / June)
- Time spent on testing the Jump@school project has been limited. To effectively verify the impact of such a model, it would take at least three years of test in the same school
- The work team should be composed of three people with different vocational skills
- Integration with ordinary school activities
- Evaluation. The conditions need to be created because the work of the JumpOperators and the developed activities become part and parcel of the student's assessment. The participation of the operators in the class meetings is also recommended
- The organisation in individual and group activities is considered to be crucial as it allows to take into account differences and preferences of the students for one work setting over another
- Need to develop individual student monitoring tools
- Develop the link with the territory and the labour market (networking and student support)
- Ample freedom of the operators in the organization of the workshops, depending on the social and educational context, the opportunities offered by the territory and the characteristics of the school population.