

ETUCE practical guidelines on how to prevent early school leaving through the use of ICT in education

Beneficiaries

Policymakers at EU-level, teachers' unions and school-level actors.

Countries

 EU level

Country/ies or organisation that developed the tool

European Trade Union Committee for Education (ETUCE)

Date of creation of toolkit and periodicity of updates

Adopted by ETUCE on 14-15 April 2014

Purpose of the toolkit

Guidance on best practices (to improve the design of policies and practices).

These practical guidelines have been developed within the frame of the project 'Teachers' unions preventing early school leaving through the use of ICT in education'. The project and guidelines wish to determine the specific skills/competences that teachers need in order to positively use technology in class, and to analyse how teachers can support the potential of ICT to bridge the gap between what students experience and learn at home and what they learn in compulsory education.

Description of each of the tools

The guidelines identified by ETUCE address 3 main levels (European, national teachers' union and school/local level) for specific actions:

- Become more student-centred: to reflect on the students' various needs, backgrounds, motivations and aspirations.

- Acknowledge the evolution of informal learning, promoted by online direct search, user-created knowledge sources, as well as social networks.
- Seek to combine the teachers' pedagogical skills and experience with the capabilities of modern information and communication technology.
- Develop pedagogies and models to realise the above objectives.
- Promote professional development of teachers in the adoption of pedagogies for the use of ICT.
- Carry out strategic projects to demonstrate the outcomes and benefits of such an approach.

Type of guidance given to users

Specific guidelines are provided according to the target group of the recommendations presented:

- **Practical guidelines at European policy level:** providing recommendations at EU level. e.g.
 - Initiate and continue a dialogue between European education stakeholders, with an important role to be held by social partners in education, on how to reduce the current barriers to the systematic adoption of new teaching methods.
 - Create a virtual community of best practices, based on social and participatory media.
 - Develop and evaluate new pedagogical methods, and exchange and share experience and methods to reduce early school leaving.
 - Ensure that early school leaving is put on the agenda of the national social dialogue with education employers, to discuss about the reintegration of drop-outs and students at risk of early school leaving.
 - Take into account the cultural and social background of students and produce attractive teaching material, for instance, adapted to adults who have not completed secondary education.
 - Make efforts to form school-enterprise partnerships, with a view to improve the attractiveness of vocational education and training and strengthen labour market relevance on the one hand, and build a link to work-based training on the other hand.
 - Support teachers' continuous training.
 - Get involved in the discussion on the need for a curriculum change to include ICT, and its assessment, and promotes student-centred education.
 - Promote the combination of more flexible education systems that offer various avenues and curricula of different duration, with counselling and guidance to provide second and third chances to students.
- **Practical guidelines at national and regional level:** providing recommendations for teacher unions. E.g. achieve better teaching conditions for education staff and learning conditions for students, to allow for diverse pedagogic practices that address the individual needs of the students, in particular as regards the use of ICT, and obtain the reduction of early school leaving.
- **Practical guidelines at school and local level:** providing recommendations to teacher unions, school boards and other actors at school level, for example:
 - Discuss among staff, school leadership and students, how to use ICT in education to make a difference in teaching, motivating students and improving the quality of education, in order to benefit both staff and students.
 - Inspire the sharing of educational resources and experience, both between authorities and schools, as well as amongst schools and teachers.
 - Support teachers in acquiring a competence development plan including ICT, reassure them to learn from trial and errors, and secure funding for the plan.
 - Promote the positive use of ICT and the image of internet in education, and teach a responsible/respectful use of ICT in schools.

- Encourage teacher training institutions to include approaches related to early school leaving within their curricula.

Source of information of the different tools

ETUCE secretariat

Link/s to the toolkit and further information

www.csee-etuce.org/images/attachments/ICT_ESL_Practical_Guidelines_EN.pdf

The toolkit is in PDF format.

Downloads



ETUCE practical guidelines

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Source URL: <https://www.cedefop.europa.eu/en/en/tools/vet-toolkit-tackling-early-leaving/resources/etuce-practical-guidelines-how-prevent-early>