







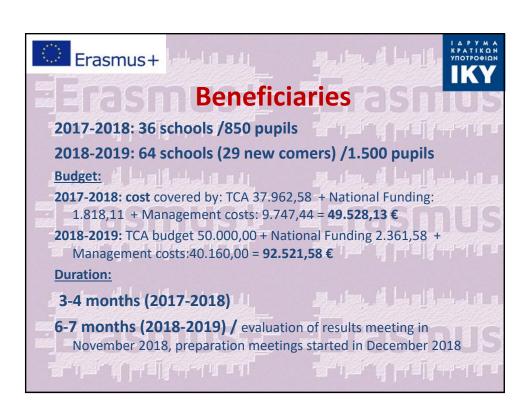




## Schools' selection criteria

- Cooperation with the Regional Educational authorities
- Priority given to schools facing higher drop out levels
- Schools' participation on a voluntary basis

- Mouth to mouth epidemic: the number of schools almost doubled the second year of implementation
- Schools that participated for a second time served as "Role Models" to new comers, sharing the experience gained during the first year/ follow up approach – create clusters of schools







### Implementation of the project:

- 1. Training meetings (1-2) for teachers
  - **Separate training meetings** for teachers of schools hosting children living in child protection facilities (Region of Epirus)
- 2. Preparatory activities for pupils:
- Discussion on the reasons behind dropout/what they like/dislike in their school
- What does a ROLE MODEL mean, whom the children consider as a ROLE MODEL and why
- Pupils along with their teachers proposed ROLE MODELS
- 3. <u>Short training for ROLE MODELS</u> (University students/graduates coming from underrepresented groups themselves, students with Special needs/learning difficulties, local professionals, athletes, Second chance school pupils, etc)





## Implementation of the project

Experiential learning activities:

### Core activity- interview with the ROLE MODELS

- Pupils inspired by the interview made posters, songs, small theatrical plays, small documentaries, etc.
- 4. Regional dissemination events gathering pupils and their teachers, hosted at the local Universities (University of Thrace, University of Crete, University of Epirus)
  - **Exhibition of the project deliverables**



## **Impact**



#### For the pupils

- · Enhancement of collaboration and communication skills
- Empowerment/ Self Confidence/ Resilience
- Empathy
- · Active participation of pupils-creativity
- Pupils proposed ROLE MODELS themselves-taking initiative
- Pupils took pride on their work-were happy to participate in the project
- · Pupils started reflecting about their future-setting targets

### For the teachers

- Deeper understanding of pupils' needs and competences
- New ideas for enriching school activities through the integration of the Pilot
  Programme in the School's curriculum

#### For the ROLE MODELS:

- Thought their difficult journey through life had finally a meaning since it was helpful for the pupils / Were empowered
- · They enjoyed the experience/ Expressed their willingness to visit more schools

For Universities: Societal role of the University enhanced

For Schools: Strengthen the school's capacity to improve its social capital



# **Next steps**



- Continue the implementation at least for the next school year
- Build on the already existing network of schools
- New regions : Attica

- Create a website
- Create a handbook with guidance and good practice examples
- Organise a valorisation of results meeting gathering participant schools from all 3 regions

