



CroCooS

Cross-Sectoral Cooperation Focused Solutions for Preventing Early School Leaving

KEY CHARACTERISTICS

The **CroCooS** project is implemented in an international cooperation under the framework of the EC funded LLP Programme, Key Action 3 – Policy experimentation projects.

Partners:



Associate Partners:



Duration of the project: 1 May 2014 - 30 April 2017

Total budget of the project: 1.062.000 EUR

Main elements of the policy experimentation project:

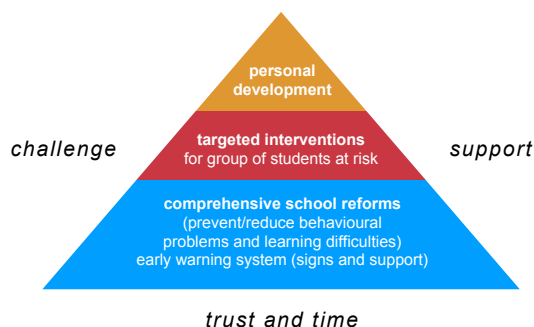
- international research activities
- early warning system on institutional level
- pilot programmes in schools
- evaluation (RCT method)
- policy recommendations

DRIVERS & OBJECTIVES

CroCooS – Prevent Dropout! project identified elements of a comprehensive **institutional early warning system** (EWS) and tested its applicability in national context. The pilot schools were supported by mentors in building EWS teams, monitoring distress signals, protocols of intervention on school level, using personal development plan and cross-sectoral co-operation.

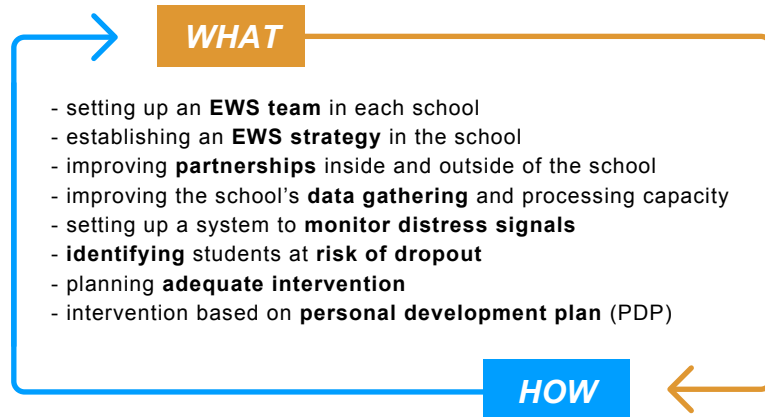
INNOVATIVENESS AND SUCCESS FACTORS

Principles of Changing Model

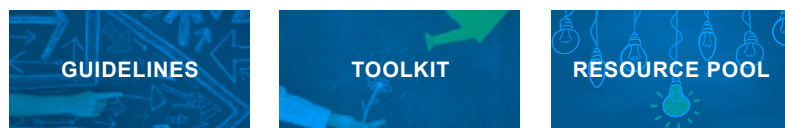


IDENTITY

Creating and Implementing an Early Warning System (EWS) on Institutional Level



Providing Support Materials



Competency Development in Pilot Schools and National Teams

- regular EWS team **mentoring** at site
- supporting school teams to learn from each other (PLAs)
- supporting national teams to learn from each other



TACKLING EARLY LEAVING

ESL prevention should be an overall educational priority and all partners should be mobilized

- students at risk should be offered a rich and motivating supply of **alternative study routes** (in other schools if necessary)
- **providing concentrated services** like mental rehabilitation, career guidance and crisis management is as important as school development
- **financial incentives** are important for schools to mobilize their own resources
- providing easily accessible funding for **tailor-made afternoon programmes** to motivate students creates space for action in schools
- the **commitment of school directors** is the most decisive factor, all intervention should begin with this
- digital and **accessible data** about concerned students saves time for teachers to focus on students at risk
- **sharing of good practices** can save time for teachers to focus on students at risk